School context

Our school at a glance

A learning powered school is a place where everyone – staff / students / parents / community - knows how to implement, support and promote the culture that builds the learning power of its students. This is what Berridale Public School is all about!

“Building Learning Power” is a priority at Berridale Public School. Our classrooms and lessons are structured to promote a culture of learning where individual students’ needs are met and each student understands and is responsible for their own learning. These processes align with all aspects of 21st Century learning. Berridale Public School has a positive reputation for leading the way in this innovative practice.

Our school vision is underpinned by the goals outlined in the Melbourne Declaration – equity and excellence; successful learners; confident and creative individuals; and active informed citizens.

Students

The learning environment at Berridale Public School …..“nurtures the development of inquisitiveness, responsibility and independence.” These important capacities are being developed in our students and they are proud to be achieving success in all areas of their learning.

The inclusive culture at Berridale Public School engenders tolerance, respect and a strong focus on valuing difference amongst all our students.

Staff

At Berridale Public School we understand that the way teachers talk is important, as is the visibility of their own learning habits, which is why we have a focus on “learning – NOT – working”.

Some of the important strategies we employ at Berridale Public School are:
* identifying the learning capacities that require focus;
* structuring lessons and learning experiences to promote the development of the learning capacities;
* adjusting the way evidence of learning is assessed;
* making strategic choices about the displays on classroom walls and around the school;
* creating opportunities for peer observation, discussion and assessment.

All teaching staff meet the professional requirements for teaching in NSW public schools and are committed to the continuous improvement of their practice to improve student learning outcomes. The National Professional Standards for Teachers are used as a reflective tool at Berridale Public School to ensure that all staff are dedicated, knowledgeable and accountable.

Principal’s message

Berridale Public School promotes a culture that supports building the learning power of its students to address the demands of its community; to improve individual student learning outcomes; and to improve overall school performance. Building the capacity of the learning power in our students is the springboard for all kinds of more specific learning activities both in school and out.

The 2013 school year has been a very busy and challenging one. I am proud to be leading this school to achieve such amazing results. Our reputation for being innovative and at the cutting edge of educational reform is growing rapidly. As a result, we have had several school teams from across the State visit to shadow our staff, observe quality best practice, and chat to students about their focus on learning.
School culture has been one of the areas of self-evaluation this year and the findings highlight the positive and productive partnerships we have with our community. I would like to take this opportunity to thank the dedicated P&C team for their support of our great school.

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 message

Thankyou to everyone for a wonderful year.

Special thanks to Angela Field, Michelle Hearn, Kath Holfter, Renee Watts, and Sue Clayton. Sue we would like to acknowledge your amazing support and influence as our Meeting Chairperson. Thank you

I feel we have definitely met the outcomes we set out to achieve this year and we have continued to support the education of the children at Berridale Public School.

The range of functions and fundraisers has promoted the school in a positive light and has brought parents, community members, students and teaching staff into close cooperation – through these various activities and events

The Bush Dance, Easter Fair stall, Bunnings BBQ, Voting Day Cake Stall, Spring Fair, stall and other various fundraisers and raffles have all been an amazing success!

Your efforts this year raised $12,418.00.

This money has gone toward:

- Ongoing Subsidy of Year 6 attendance at National Young Leaders Conference in Sydney
- Picture Book Shelving for the Library
- Removal of dangerous tree in front of school grounds
- Purchase of 10 iPads

To have purchased the range of items for the school is a credit to such a small committee and school – the items have had a big impact on the teachers and the children at Berridale. Well done!

I feel this committee has been very open to new ideas and hearing about any issues affecting our children but has also focused on ideas for improving the school environment, activities for the school, and new fund-raising ideas.

I feel the committees’ role to encourage and support new and existing parents have higher participation in what is going on at the school and how the school education system works has been achieved. Thanks to Meg for encouraging this and keeping us informed of changes in the Department and what is happening at Berridale.

I would like to thank all parents who have not only attended meetings but also who have helped in any area within the school - including those who have helped with class reading, driving children to sporting events, baking for Canteen and making clothes for plays/performances and parades.

The school works so well because of this active parent involvement.

Again most of the P&C work seems to revolve around fund-raising, we did get through a lot! Thank you all for you hard work and working toward a positive and we look forward to having a new and energetic committee for 2014.

Tracey Clifton
P&C President
Student Leaders’ message

The best thing about Berridale Public School is that you always have a friend, standing by you and caring for you.

Our Music program is a real highlight for most kids at Berridale Public School. Mrs Wall is really nice and the lessons are always fun.

We have been learning things that will help us at High School. We know we will be prepared for the new stage in our learning.

We would like to thank all the teachers and staff for making our ‘road smooth’ and we are sure we will cope with everything life has to offer us.

Student information

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

Student enrolment profile

Enrolments at Berridale Public School have remained stable throughout 2013. At the census date in February, a total of 97 students were enrolled.

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.
**Workforce information**

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 again remained relatively stable throughout 2013. Mrs Meg Couvee has fulfilled the role of Principal and taught the Stage Two class. Mrs Couvee has also fulfilled a part-time role with the High Performance Directorate as a Leadership Officer. Mr Scott Mcleod fulfilled the role of classroom teacher on Stage One and part-time Relieving Principal. Mrs Natalie Milliken, Mrs Fergusson and Mrs Dwyer (Term 3) have worked as a team on the Stage Three class. Mrs Petrina Baff has once again taught the Early Stage One class, replacing Mrs Rachel Fergusson who has remained on part-time Maternity Leave. Mrs Fergusson has taught in a part-time capacity throughout 2013. Mrs Leonie Riches has continued to fulfil the role of Teacher Librarian. Mrs Judith Batson has continued in the role of Teacher Learning Support, while Mrs Jane Taylor has enjoyed the role of School Learning Support Officer. Miss Brooke Askell (Semester 1) and Mr Tom Smith (Semester 2) have shared an additional role within the school to support the Stage Two class, provide RFF for various staff and coordinate the Improving Literacy and Numeracy National Partnership Project. The role of School Administrative Manager has continued to be filled by Mrs Helen Leech. Mrs Cathy Dawes, Mrs Fiona Wharton and Miss Beth Morgan have worked as part-time School Administrative Officers. 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 ensuring the welfare of our students and the smooth operation of our school.

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</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>Total</td>
<td>7</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>0</td>
</tr>
</tbody>
</table>

### Professional learning

Throughout 2013, the staff at Berridale Public School have continued to be actively involved in an extensive range of professional learning opportunities. These have included the focus areas of Literacy, Numeracy, Technology & Blended Learning, Leadership, Australian Curriculum implementation, Assesing & Reporting, Cultural Awareness, Learning Support, Student Welfare and Well-being.

The total Teacher Professional Learning expenditure for 2013 was $7462.55. This equates to an average allocation to each staff member of $1066.00. There is one permanent part-time teacher working towards achievement of accreditation with the NSW Institute of Teachers.
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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>58353.45</td>
</tr>
<tr>
<td>Global funds</td>
<td>86038.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95334.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>37365.66</td>
</tr>
<tr>
<td>Interest</td>
<td>2429.45</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4353.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>283874.86</td>
</tr>
</tbody>
</table>

| **Expenditure**         |            |
| Teaching & learning     |            |
| Key learning areas      | 3148.61    |
| Excursions              | 11604.46   |
| Extracurricular dissections | 23625.42 |
| Library                 | 5286.30    |
| Training & development  | 0.00       |
| Tied funds              | 92534.18   |
| Casual relief teachers  | 15847.75   |
| Administration & office | 28277.38   |
| School-operated canteen | 0.00       |
| Utilities               | 26612.58   |
| Maintenance             | 7028.41    |
| Trust accounts          | 6354.72    |
| Capital programs        | 2768.43    |
| **Total expenditure**   | 223088.24  |
| **Balance carried forward** | 60786.62 |

A full copy of the school’s 2013 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 2013

Sport

2013 at Berridale Public School for sport has been a big year. All classes were involved in regular sport sessions every Friday where lessons included Fundamental Skill Development. Lessons also included expert skill instruction, sourced from outside the school. Cricket, NRL football, AFL football and soccer coaches have visited our school to give students fun and challenging experiences that are new to them. Stage 2 and 3 students participated in gala days where they participated in skill-based development. Our school entered teams in three PSSA knockout events; boys basketball, boys soccer (football) and girls netball. Our boys football team enjoyed remarkable success against much bigger schools and made it to the 3rd round which was played in Merimbula. The whole school shared in the success of our boys who were given the honour of wearing the school’s new football uniform. The team was strongly supported by well-trained, knowledgeable parents and volunteers. Berridale Public School once again held school Cross-Country, Athletics and Swimming carnivals. Students were selected at these carnivals to represent our school at District PSSA carnivals. Many students gained selection for Regional carnivals at all three carnivals and we were even represented as far as State level in cross-country running. Berridale Public School has continued to provide access to a school snowsports program in 2013. Many students took part in the program which caters for all abilities and for both disciplines (ski and snowboard). 2013 saw the most teams ever entered into the regional interschools snowsports competition. Berridale Public School was represented at the subsequent NSW state interschools championships in Snowboarding. The snowsports teams are strongly supported by members of the local community.
Technology

Berridale Public School has undergone a significant upgrade in its capacity and student access to technology throughout the 2013 school year. In conjunction with significant funding from the P&C, the school has purchased fifteen iPads to support learning within and outside classrooms. All staff have participated in a range of professional learning experiences throughout the year to ensure that our students are receiving state of the art opportunities to support their learning. The use of the Connected Classrooms and Video Conferencing facilities has continued throughout 2013, including several “Virtual Excursions”. Berridale Public School continues to encourage family and community involvement in the implementation of technology to encourage the notion of life-long learning and responsible use of technology and communications.

Arts

Berridale Public School continues utilise the services of a highly experienced Creative and Performing Arts teacher, Mrs Sarah Wall. Our students participate in a comprehensive Music tuition program and their talents are showcased at various local events and venues. Our students have again experienced the richness of live performances, including the Conservatorium of Music and the Kiama School Band. Berridale Public School will continue to be a Centre of Excellence in the area of Creative and Performing Arts into the future.

Academic achievements

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.

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Student achievement in 2013

Due to the small cohort of students participating in the 2013 NAPLAN testing program, discussion of results in this report would breach privacy and personal information policies.

Significant programs and initiatives

Aboriginal education

At Berridale Public School, Indigenous perspectives continue to be embedded into all 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, including 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. As part of our NAIDOC celebrations this year our students
experienced a variety of activities including “Dust Echoes” multimedia presentations and Yulunga Indigenous games. The Learning Support team, in consultation with families develop, implement and review Personalised Learning Plans for each Indigenous student at Berridale Public School. All staff have continued the mandatory Cultural Awareness training package “No Gap No Excuse” during the 2013 school year.

### Multicultural education

Berridale Public School continues to value and celebrate Australia’s multicultural identity at every opportunity. Students are encouraged to respect the diversity of all Australians and class programs develop their knowledge and understanding of our history and heritage. The CWA Country of Study this year was Morocco and Stage 3 students worked closely with the CWA and enjoyed sharing their learning. Two staff members have maintained their ARCO (Anti-Racism) accreditation this year.

### Values Education

Creating a friendly and caring school community is a high priority at Berridale Public School. The core values of respect, friendliness, valuing difference, including others and responsibility are embedded into our whole school approach - “Better Buddies”. Mrs Milliken has coordinated the training of the Student Leadership Team to play a significant role in this important program at our school. Mrs Baff further strengthens this learning around values education for our upcoming school leaders through her training in preparation for the Transition to School Program. Berridale Public School has continued to implement our innovative anti-bullying and positive social skills program throughout 2013.

### Improving Literacy and Numeracy National Partnership

The Improving Literacy and Numeracy National Partnership is underpinned by a whole-school approach to improving student outcomes in literacy and numeracy. This whole-school approach recognises the critical role of quality teaching and leadership in improving student learning outcomes, and the importance of focusing on the underlying school culture of continuous improvement to optimise student achievement and to ensure sustainability. At Berridale Public School our focus during 2013 has been on Numeracy. The funding under this partnership has provided ongoing professional for staff to build capacity in effective quality teaching and learning in Numeracy. An additional member of staff has supported this program one day a week throughout the year.

### Equity

Berridale Public School receives funding from the Federal Government under an Equity Program to ensure access to quality educational opportunities for all our students.

In 2013 our Equity funds have enabled us to expand the learning options for the students at Berridale Public School through:
• supporting planning and initiatives for students through the Monaro Small Schools Network
• supporting Teacher Professional Learning
• supporting students and their teachers to develop skills in the area of Creative and Performing Arts through the employment of a visiting tutor to teach Music across the school.

School planning and evaluation 2012—2014

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluations of School Culture and the curriculum area of Mathematics.

Educational and management practice

SCHOOL CULTURE

Background
The area of School Culture involved the review of professional practice in line with the domains of the National School Improvement Tool, specifically, the extent to which Berridale Public School enhances school –community partnerships and a culture that promotes learning.

The evaluation tools included:
• observations and anecdotal records
• focus group discussions
• written feedback from family and community members
• correlation charts
• surveys of students, staff and community members (direct conversation, on the website, through the school newsletter and by telephone)

The specific aspects addressed through this evaluation were:

Communication, Community Engagement, Valuing difference, Planning & organisation
Accountability, Celebrating success, Respect & relationships

Findings and conclusions
Analysis of the data reveals that the strengths of School Culture at Berridale Public School are:
• The school builds partnerships with parents, families, and community organisations (including health, family support, and counselling services) to improve opportunities and outcomes for students.
• The school’s partnerships are sustainable and have become an accepted part of the culture of the school community.
• The school views parents and families as integral members of the school community and partners in student learning.
• The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully.
• The school promotes a culture of inquiry and innovation, where creative exploration and independent learning are valued.

Future directions
The areas for improvement identified in the data are:
• Developing clarity around partner (family and community) roles and responsibilities.
• Continued focus on developing interactions between staff, students and
community that are always caring, polite and inclusive.

- Enhancing the appreciation and valuing of students’ cultural backgrounds.

**Curriculum**

**MATHEMATICS**

**Background**

The curriculum area of Mathematics was evaluated by:

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

The specific aspects addressed through this evaluation were:

The explicit and systematic teaching of Numeracy;
The monitoring of students’ achievement and progress in Numeracy
Early identification of students experiencing difficulty and the provision of targeted support;
Professional learning in recognising and addressing the needs of all students in Numeracy

**Findings and conclusions**

Analysis of the data reveals the areas of strength in the curriculum area of Mathematics are:

- professional learning activities in Numeracy are planned, implemented and evaluated as an integral part of the school plan
- classroom practices in Numeracy are continuously challenged and refined
- evidence of student outcomes is used to refine Numeracy teaching practice and is shared with colleagues

**Future directions**

The areas for improvement identified in the data are:

- review of procedures for the systematic collection of data on which to base the school’s Numeracy program
- Numeracy instruction is integrated into all Key Learning Areas and in a range of contexts

**Progress on 2013 targets**

**School priority 1**

**Outcome for 2013–2014**

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

2013 Targets to achieve this outcome include:

**Target 1**: To improve student achievement in Literacy, with targeted focus on Grammar & Punctuation and Spelling

**Our achievements include**:  

- Individual Year 5 students demonstrated growth of at 94.9 (92 target) points in Spelling as measured by 2013 NAPLAN data (Our target was 92 points and the baseline in 2012 was 88 points). This was better than expected.
- 74 % of students demonstrated a reading age commensurate with chronological age (Our target was 85% and the baseline
in 2012 was 83 %). This was less than expected.

- An increase by 10% of the number of correct responses given to the targeted strand area of Grammar & Punctuation in Year 3 and 5 2013 NAPLAN data. (Our target was an average increase of 5%). This was better than expected.
- An increase by 80% of the number of correct responses given to the targeted strand area of Spelling in Year 3 and 5 2013 NAPLAN data. (Our target was an average increase of 5%). This was significantly better than expected.
- School based assessment data demonstrated 77% of students achieving expected stage standard in overall Literacy (Out target was 82% and the baseline in 2011 was 73% and in 2012 was 80%). This was less than expected.

School priority 2
Outcome for 2013–2014

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

2013 Targets to achieve this outcome include:

Target 2: To improve student achievement in Numeracy, with targeted focus on Measurement, Data, Space and Geometry

Our achievements include :

- Individual Year 5 students demonstrated growth of 65.1 points in overall Numeracy as measured by 2013 NAPLAN data (Our target was 75 points and the baseline in 2012 was 60.8 points). This was less than expected.
- An increase by 5% of the number of correct responses given to targeted strand area of Number / Patterns & Algebra in Year 3 and 5 2013 NAPLAN data. (Our target was an average increase of 5%). This was as expected.
- An increase by 5% of the number of correct responses given to targeted strand area of Data / Measurement / Space & Geometry in Year 3 and 5 2013 NAPLAN data. (Our target was an average increase of 5%). This was as expected.
- School based assessment data demonstrated 75% of students achieving expected stage standard in overall Numeracy (Our target was 88% and the baseline in 2011 was 73% and in 2012 was 86%). This was less than expected.

School planning 2014

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

STRATEGIC DIRECTION 1: Consistent, high standard educational practices across our school.

- To ensure learning for students across our school is based on quality educational delivery and consistent, high standard and shared professional practices.

Key Strategies

- All students will be plotted, tracked and monitored against the Literacy and Numeracy continuums.
- A whole school focus on Quality Learning through the implementation of a Quality Learning Framework.
- Development of Australian Curriculum scope and sequence documents and the provision of professional learning and support to all staff in their implementation.
- Development of curriculum-based assessment tasks in line with the Australian Curriculum and the provision
of professional learning for staff on their effective implementation.

- Engagement by all staff in professional reflection of their practice to improve student learning outcomes.
- Establishment of professional learning teams that focus on improving practice with specific focus on curriculum delivery and quality teaching.
- All staff and students set, monitor and report on achievement of individual learning goals.

STRATEGIC DIRECTION 2: Connecting learning for all students in a dynamic, integrated and holistic way.

- To design a learning provision which is personalised for each student in a way which is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student’s stage of learning development.

Key Strategies

- All students will be plotted, tracked and monitored against the Literacy and Numeracy continuums.
- A whole school focus on differentiated learning through the implementation of a Learning Support / Differentiated Learning Framework.
- Development of a multi-faceted communication strategy to raise awareness amongst parents and the community of the school focus on differentiated learning.
- Development of Australian Curriculum scope and sequence documents and the provision of professional learning and support to all staff in their implementation.
- Development of curriculum-based assessment tasks in line with the Australian Curriculum and the provision of professional learning for staff on their effective implementation.

- Engagement by all staff in professional reflection of their practice to improve student learning outcomes.
- Establishment of professional learning teams that focus on improving practice with specific focus on learning support and differentiated learning.

STRATEGIC DIRECTION 3: Student success as learners, leaders and responsible and productive citizens.

- To develop an approach which builds the capabilities for all students so that they are involved in planning their own learning and goals, monitoring their own success in achieving these goals and working towards developing skills which will help them to succeed at, and beyond, school.

Key Strategies

- All students will be plotted, tracked and monitored against the Literacy and Numeracy continuums.
- A whole school focus on Quality Learning through the implementation of a Quality Learning Framework.
- Development of a multi-faceted communication strategy to raise awareness amongst parents and the community of the school focus on Building Learning Power.
- Development of Australian Curriculum scope and sequence documents and the provision of professional learning and support to all staff in their implementation.
- Development of curriculum-based assessment tasks in line with the
Australian Curriculum and the provision of professional learning for staff on their effective implementation.

- Engagement by all staff in professional reflection of their practice to improve student learning outcomes.
- Establishment of professional learning teams that focus on improving practice with specific focus on Building Learning Power.

**Our success will be measured by:**

- Year 3 & Year 5 NAPLAN data will demonstrate 77% (10 out of 13) of Y3 students and 64% (7 out of 11) of Y5 students achieving at Proficiency in Reading (baseline 2013 – Y3 40% Y5 12% / 2012 - Y3 25% Y5 27%).
- Year 3 & Year 5 NAPLAN data will demonstrate 62% (8 out of 13) of Y3 students and 55% (6 out of 11) Y5 students achieving at Proficiency in Numeracy (baseline 2013 – Y3 10% Y5 6% / 2012 – Y3 13% Y5 0%).
- School based assessment data will demonstrate 85 % of students achieving at or beyond expected stage standard in Literacy (baseline 2011 - 73% / 2012 - 80% / 2013 - 77%).
- School based assessment data will demonstrate 86 % of students achieving at or beyond expected stage standard in Numeracy (baseline 2011 - 73% / 2012 - 86 % / 2013 - 75%)
- School based assessment data will indicate that 20 % of students consistently demonstrate the Building Learning Power capacities.

**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
Natalie Milliken  Class Teacher
Scott Mc Leod  Class Teacher
Petrina Baff  Class Teacher
Leonie Riches  Teacher Librarian
Judith Batson  School Learning Support Teacher
Helen Leech  School Administrative Manager
Tracey Clifton  Community Member

**School contact information**

Berridale Public School
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Web: www.berridale-p.school.det.nsw.edu.au
School Code: 1206

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