Berridale Public School
Annual School Report
2012
Our school at a glance

At Berridale Public School we are committed to the intent of the Melbourne Declaration on Educational Goals for Young Australians which sets the direction for Australian schooling. There are two goals:

*Australian Schooling (Berridale Public School) promotes equity and excellence.*

*All young Australians (Berridale students) become successful learners, confident and creative individuals, and active and informed citizens.*

Students

Our students are optimistic, resilient and confident life-long learners who are actively involved in all aspects of their learning. Through our innovative programs and supportive quality learning environments, Berridale Public School students can reflect, organize, cooperate, investigate, think and use technology. These capacities empower our students to continue to learn and adapt in an ever-changing global community.

Staff

The dedicated and professional staff at Berridale Public School work and learn together to improve the educational opportunities and learning outcomes for all our students. They are diligently focused on our core business – teaching and learning – applying the latest research based innovations to the quality programs within our school.

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

Significant programs and initiatives

Berridale Public School is committed to promoting equity and excellence and to this end we are extremely proud to offer the following programs and initiatives:

- focused whole school approach to Literacy and Numeracy programs
- extensive technology facilities including Connected Classrooms and Interactive Whiteboards
- whole school Values Education initiative “Better Buddies”, as well as a focused anti-bullying and social skills program
- positive student welfare practices and differentiated Learning Support programs
- outstanding Student Leadership program
- Gifted and Talented initiatives – Talented Writers / Enrichment classes / Enviro Club
- innovative Creative and Performing Arts programs, including a ‘Talented Artists’ group and visiting experts
- strong community partnership initiatives that enhance the school culture and support student learning.

Student achievement in 2012

Due to the small cohort of students participating in the 2012 NAPLAN testing program, discussion of results in this report would breach privacy and personal information policies.

Messages

Principal’s message

The 2012 school year has been another exciting and challenging one for our Berridale school community. I am extremely pleased to have the opportunity to share and promote the amazing achievements of our great school in this report.

It continues to be an honour to lead this public school, which has such a strong and authentic partnership with its community. Together we have strived to achieve the best learning outcomes and quality education initiatives for all Berridale students.
Supporting and sharing the learning journey with our students continues to be a highlight for me in my role at Berridale Public School. I remain confident that each student will fulfill their potential and continue to be inquisitive life-long learners.

The dedicated team of people at Berridale Public School that continue to lead the way on the Monaro in education are, of course, the teachers and support staff. I am grateful to be a part of such a professional outfit.

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

The P&C has had another busy year of fundraising. Thank you to the hardworking people who donate time or product for our fundraisers.

We did the Mother’s and Father’s Day stalls, Easter Fair and Wood Raffle which raised $1289.60. Thank you to Tania and Damo for donating the wood. We did the Mick Joffy Book Launch which raised $745.61; Spring Fair which raised $293.00 and thank you Sue Clayton who manned our stall for the whole day and got snowed on as well; the Bunnings BBQ that raised $1638.00 … what a mighty effort; Perisher for the donation of $100.00 and thankyou to Deb and John Schwarz of Sunrise for the donation of $500.00; thanks also to the Snowy River Shire for the donation of the Pool Pass which was raffled and we raised $480.00. Thank you to Michelle Hearn and Cathy Holf ter for coordination of the Cookbook. I would like to also thank all the businesses and organisations who support the school and P&C.

This year the P&C has purchased for the school, Standing Orders of books for the Library at $1926.24; subsidized the Young Leaders Conference in Sydney at $1305.00 and $8000.00 for an Interactive Whiteboard for the Stage One classroom.

Thank you to Renee, Justin and the crew for the Canteen this year. Out of the takings of the Canteen, we have purchased a reverse cycle air conditioner and Range Hood, as well as the soft fall for the playground.

This year we farewell the Robertson, Poulton, Jeszczenko, Winter, Zammit, King and Gregory families.

I have enjoyed my time at the school and helping with the P&C. For those of you who don’t understand what the P&C does or think the P&C is a cliquey group of parents that you can’t get involved with, the reason we do this is for our kids and with the State Government changes to how school budgets work, schools will be needing the P&C more than ever to meet the simple needs that were once covered.

I have enjoyed my time working with Meg and the teaching staff. Meg’s vision for our students’ learning is very exciting, so I hope you all embrace it and encourage our kids to be the best that they can be. I would like to introduce the new executive team, Tracy Clifton (President), Angie Field (Vice President), Michelle Hearn (Secretary), Cathy Holfter (Treasurer) and Renee Watts (Canteen Coordinator and Publicity Officer). Thanks girls, I know you will have the passion to raise heaps of money.

I would also like to thank Tab, Amanda, Renee, Cathy, Fiona, Deb Girling, Simone, Tania, Deb Kitson and Melissa Foster for your help over the last three years while I was President. Lastly, thank you to Helen for all your help… you are amazing.

Tammy Byrne – P&C President

Student representative’s message

At Berridale Public School, everybody knows how caring we all are for each other. Whenever there is a problem, it is always dealt with, no big fuss. Another fantastic thing about Berridale Public School is that we have the “Better Buddies” program from Kindergarten to Year 6. This program, along with our Positive Social Skills and Anti-Bullying program teaches us values and helps prevent bullying in our school.

Berridale Public School students are very lucky because we have the biggest playground on the Monaro. We have a great Fitness Track and lots of equipment. Berridale Public School has large ovals and a variety of sports equipment. We
bought equipment this year with the Coles vouchers. At Berridale Public School there is a variety of sports to play and there are opportunities to go to District, Regional and State Carnivals in Athletics, Swimming and X Country. We also participated in the Netball, Soccer, AFL and Touch Footy competitions.

History is a very important part of our school, for example, we have already celebrated our 125th Anniversary and our school is now almost 130 years old. We still use all of the old buildings and have recently upgraded our facilities and buildings. The beautiful trees in our “woods” were planted many years ago and are still used for shade to this day. We are very proud of our school and its history. We will be sad to leave it behind, but are very excited about the new journey of High School.

We thank all of the staff for giving us such a great education and an awesome send off for High School. We wish the incoming Leadership Team the best of luck and hope they enjoy being the school leaders as much as we have.

2012 Student 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 increased throughout 2012, resulting in the allocation of another class teacher for Semester 2. At the census date in February, a total of 97 students were enrolled.

<table>
<thead>
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<th>Year</th>
<th>2007</th>
<th>2008</th>
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<th>2011</th>
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<td>93</td>
<td>94</td>
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</table>

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.
**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 relatively stable throughout 2012. 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 all year and Relieving Assistant Principal for Semester 2. Mrs Natalie Milliken, Mrs Karen Swan (Semester 1) and Mrs Watman (Semester 2) have worked as a team on the Stage One class. Mrs Petrina Baff taught the Early Stage One class, replacing Mrs Rachel Fergusson who has remained on Maternity Leave. Mrs Leonie Riches fulfilled the role of Teacher Librarian. Mrs Judith Batson has continued in the role of Teacher Learning Support, while Miss Sara Shaw and Mrs Jane Taylor have shared the role of School Learning Support Officer. Mrs Rashida Nuridin has been employed throughout the year as a part-time class teacher and Miss Brooke Askell has been employed for Semester 2, sharing the fifth teacher allocation. The role of School Administrative Manager has continued to be filled by Mrs Helen Leech. Mrs Cathy Dawes has worked as the part-time School Administrative Officer. 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.

**Staff establishment**

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<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td><strong>Total</strong></td>
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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>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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**Financial summary**

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

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<th>Date of financial summary</th>
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<td>Income</td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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<table>
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<th>Expenditure</th>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2012 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 2012

Achievements

Arts

Berridale School is very lucky to continue utilising the services of two highly experienced Creative and Performing Arts teachers, Mrs Rashida Nuridin and Mrs Sarah Wall. The 2012 school year was spectacular in many ways, not least the success of another whole school musical. The incredibly hard-working team of staff supported our talented students in this remarkable performance. Our students have again experienced the richness of live Theatre and performances, including the Conservatorium of Music and “Peter Rabbit” at the Canberra Theatre. Berridale Public School will continue to be a Centre of Excellence in the area of Creative and Performing Arts into the future.

Sport

2012 has been another big year for Berridale Public School sport. Each class has had specific instruction in fundamental movement skills as a part of our weekly sport instruction. The whole school was involved in sport lessons each Friday when students were expected to wear our new sports uniform. Our students have participated in Rivers swimming and athletics carnivals, where selections were made to represent Berridale Public School at PSSA District carnivals. Our students performed well, gaining positions on the SMPSSA District team for Regional Athletics and our school has even been represented as far as State in Athletics. Training sessions were strongly supported by a team of knowledgeable parents and friends of Berridale Public School. This year we held the annual X Country event with Dalgety Public School. Many of our runners went on to District and Regional level carnivals. Berridale Public School has continued to provide access to a school Snowsports program in 2012. Many students took part in the program which caters for all abilities and for the skiers and snowboarders. 2012 saw the most teams entered in the Regional Interschools Snowsports competition. Berridale Public School was represented at the subsequent NSW State Interschools championships in Snowboarding. The Snowsport 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 2012 school year. In conjunction with significant funding from the P&C, the school has installed another Interactive Whiteboard into the Stage One classroom. As part of the Departmental rollout of technology, our school has also upgraded the infrastructure and data cabling to all learning spaces, installed a new Network server, twelve new desktop computers to the Stage Two and Three classrooms, and three new laptop computers.
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 2012 and further supports the issues around isolation for all our Berridale students. Berridale Public School continues to encourage family and community involvement in the implementation of technology to encourage the concept of life-long learning and responsible communications.

**Academic**

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](http://www.myschool.edu.au) and enter the school name in the **Find a school** and select **GO**.

**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 participate in our NAIDOC celebrations, sharing their knowledge and culture with our whole school community. Our students were supported by Elders to create pavement art that depicts bogong moths, particularly significant to the local Indigenous community. As part of Harmony Day celebrations, Dalgety Public School joined us to participate in Yulunga Indigenous games. The Learning Support team in consultation with families develop, implement and review personalized Learning Plans for each Indigenous student at Berridale Public School. All staff have successfully completed Module 1 in the mandatory Cultural Awareness training package “No Gap No Excuse” during the 2012 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. Stage 2 and 3 students completed a Student Directed Contract in Cultural Diversity during Term 4. Two staff members successfully completed the ARCO (Anti-Racism) training package in this school year.

**Values Education**

At Berridale Public School students are always encouraged to be considerate, courteous and responsible. Our Student Welfare policy continues to underpin 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. This program has been extended to incorporate aspects of the Kinder Start initiative, utilizing senior buddies to support the transition of the 2013 enrolments. In addition to this whole school Values Education package, Berridale Public School has developed and implemented an extensive anti-bullying and social skills program. This has involved professional learning for staff, explicit lessons for students and community involvement through information sessions and regular articles in the school newsletter and on the school website.
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 2012 our CAP program has enabled us to expand the learning options for the children at Berridale Public School. We have used our CAP funds to:

- support Teacher Professional Learning through a focus on Literacy and Numeracy.
- support teachers and students in developing skills in the area of Creative and Performing Arts through the employment of a visiting tutor to teach Music across the school.
- support CAP planning and initiatives for students through the Monaro Small Schools Network.

Progress on 2012 targets

School priority 1

Outcome for 2012–2014

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

Target 1

To improve student achievement in Literacy, with targeted focus on Grammar and Punctuation

Our achievements include:

- Individual Year 5 students demonstrated growth of 92.4 points in Reading as measured by 2012 NAPLAN data (Our target was 60 points and the baseline in 2011 was 49 points). This was significantly better than expected.
- 83% of students demonstrated a reading age commensurate with chronological age (Our target was 86% and the baseline in 2011 was 84%). This was less than expected.
- An increase by 1% of the number of correct responses given to the targeted strand area of Grammar & Punctuation in Year 3 and 5 2012 NAPLAN data. (Our target was an increase of 5%). This is lower than expected.
- School based assessment data demonstrated 80% of students achieved expected stage standard in overall Literacy (Our target was 75% and the baseline in 2011 was 73%). This was significantly better than expected.
School priority 2

Outcome for 2012–2014

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

Target 2

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

Our achievements include:

- Individual Year 5 students demonstrated growth of 60.4 points in overall Numeracy as measured by 2012 NAPLAN data (Our target was 80 points and the baseline in 2011 was 64 points). This was lower than expected.
- An increase by an average of 7%, the number of correct responses given to targeted strand area of Number / Patterns & Algebra in Year 3 and 5 2012 NAPLAN data. (Our target was an increase of 5%). This is better than expected.
- School based assessment data demonstrated 86% of students achieved expected stage standard in overall Numeracy (Our target was 75% and the baseline in 2011 was 73%). This was significantly better than expected.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Teaching Practice and the curriculum area of English – with specific focus on Spelling and Grammar & Punctuation.

Educational and management practice

TEACHING PRACTICE

Background

The area of Teaching Practice involved the review of class teachers in relation to the NSW Institute of Teaching Standards, specifically:

Element 3: Teachers plan assess and report for effective learning

Element 4: Teachers communicate effectively with their students

Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills

The evaluation tools included:

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

The specific aspects addressed through this evaluation were:

Teaching strategies, Catering for individual needs, Expectations, Collaboration, Classroom management, Lesson structure, Classroom environment, Teacher reflection, Use of time, Technology, Literacy and Numeracy
Findings and conclusions
Analysis of the data reveals that the strengths of Teaching Practice at Berridale Public School are:

Teaching Strategies
- A variety of teaching strategies are evident
- Student involvement, ranging from whole-class to individual learning is evident
- Intended outcomes and purpose of learning experiences are clarified with students (explicit & systematic)

Catering for individual needs
- The classroom environments cater for a wide range of learning styles
- Students are supported in pursuing self-directed learning
- Teacher planning incorporates strategies to address equity issues
- Teachers construct learning experiences which allow all students to demonstrate achievement of syllabus outcomes

Future directions
The areas for improvement identified in the data are:

Expectations
- Berridale Public School needs to ensure the range of student success is recognized, shared, valued and built into further learning

Curriculum
ENGLISH

Background
The curriculum area of English 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:
- The explicit and systematic teaching of Spelling / Grammar & Punctuation;
- The monitoring of students’ achievement and progress in Spelling / Grammar & Punctuation;
- Early identification of students experiencing difficulty and the provision of targeted support;
- Professional learning in recognising and addressing the needs of all students in Spelling / Grammar & Punctuation

Findings and conclusions
Analysis of the data reveals the areas of strength in the curriculum area of English are:

Explicit and systematic teaching
- Evidence of student outcomes is used to refine Literacy teaching practice and is shared with colleagues
- Extension and remediation is provided for groups of students within class programs
- Teachers provide sufficient opportunities for students to acquire, practise and apply Literacy knowledge and strategies across all Key Learning Areas
Early identification of students who are experiencing difficulty with Literacy and provision of targeted support

- Berridale Public School has an established process for using assessment regularly during the year
- Assessment data gathered throughout the year is used as a basis for teaching
- Class and support teachers plan collaboratively to provide support for students with Literacy difficulties

Future directions

The areas for improvement identified in the data are:

Professional learning

- Future professional learning needs to be selected on the basis of students’ Literacy needs
- More formal evaluation of professional learning activities
- More support for changes in classroom practice as a result of professional learning

Professional learning

Throughout 2012, the staff at Berridale Public School have been actively involved in an extensive 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, Cultural Awareness and Anti-Racism, Learning Support and Welfare—including anti-bullying and social skills.

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 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

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 and Spelling
- Focus on explicit teaching of Grammar and Punctuation across all classes K-6
- Continue to 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
• Continue to support professional learning in Grammar & Punctuation and Spelling

Our success will be measured by:

• Individual Year 5 students will demonstrate growth of at 92 points in Spelling as measured by 2013 NAPLAN data (baseline 2012 - 88 points).
• 85% of students will demonstrate a reading age commensurate with chronological age (baseline 2011 – 84% / 2012 - 83%).
• 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 2013 NAPLAN data.
• Increase by an average of 5%, the number of correct responses given to the targeted strand area of Spelling in Year 3 and 5 2013 NAPLAN data.
• School based assessment data to demonstrate 82% of students achieving expected stage standard in overall Literacy (baseline 2011 - 73% / 2012 80%).

2013 Targets to achieve this outcome include:

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

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 Measurement, Data, Space and Geometry
• Collaboratively develop K-6 Numeracy resources that support the development of efficient Numeracy 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 / Data / Space and Geometry
• Focus on explicit teaching of Measurement / Space & Geometry across all classes K-6

School priority 2
Outcome for 2013–2014

• Numeracy - improved access, participation and outcomes for all students in Numeracy learning
- 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 75 points in overall Numeracy as measured by 2013 NAPLAN data (baseline 2012 - 60.8 points).
- 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 2013 NAPLAN data.
- Increase by an average of 5%, the number of correct responses given to targeted strand area of Data / Measurement / Space & Geometry in Year 3 and 5 2013 NAPLAN data.
- School based assessment data to demonstrate 88% of students achieving expected stage standard in overall Numeracy (baseline 2011 - 73% / 2012 - 86%)

**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

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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: