School context

Berkeley Vale Public School was established under the name Tumbi Umbi School early last century but it wasn’t until 1924 that our name was officially changed to Berkeley Vale School.

In 1968, as a reflection of the general population growth of the Central Coast, the school population had reached almost 100 students. In August that year, the Department of Education approved the purchased of an area of 31 perches on Lot 85 Pindarri Avenue.

The school was officially opened in 1979 by then Premier, Neville Wran, and Mr Leo O’Meara was appointed as principal.

Many of our families are of Anglo-Saxon heritage. A small percentage is from non-English speaking backgrounds. About 7% of our students proudly identify as Aboriginal. Over the last few years many family structures have changed to single parent or blended families. The one thing all our families have in common is the expectation that their children will receive a good education. This is a vision shared by our staff. It is reflected in student achievements, attitudes and behaviour.

Our school prides itself on maintaining an excellent reputation within the local and broader community. Students are actively encouraged and supported to participate in a diverse range of learning experiences and opportunities. These include student leadership, peer support programs, school and Koori choir, band, dance groups, chess, Premier’s Reading Challenge, Premier’s Sporting Challenge, Premier’s Spelling Bee, dramatic performances in K, 2, 4 and 6, recycling and a wide range of sporting activities.

The school is a proud partner of Tuggerah Lakes Learning Community (TLLC).

Principal’s message

What a wonderful year to finish at Berkeley Vale Public School. It has been another year marked by achievements.

We have played and achieved highly in many sporting competitions, at zone and state level. We have competed successfully in the University Maths and Science competitions. We run a fine Premier’s Spelling Bee competition.

Classes have begun using the 30 iPads that we purchased earlier this year. Twelve staff gave up their Saturday to be trained in using iPads for educational programs.

Our students have represented at district and regional dance and choir festivals.

We have completed the upgrade in the hall with new stage flooring, new electric curtains and some new spotlights.

We finished the tiered steps and seating in the Infants COLA.

We replaced the synthetic grass with rubber soft fill for our volleyball courts, re-marked all the basketball courts and built and Infants sports shed.

We have run Moveathons, Movie nights, Athletic and Swimming Carnivals, cross country races, barbecues, Kinder Expos, Carols in the Cool Zone, school discos and talent quests.

We opened our 1988 Time Capsule and put another away for 2038. We built our Commemorative Paving area.

Our OOSH has gone from strength to strength, operating at maximum capacity and supporting our school with its profits. Our P&C is working
hard on a myriad of projects designed to fundraise for even more iPads.

This year we farewelled Mr Lewis, Mr Hamilton, Mrs McCrone, Mrs Mead and Miss Grills. We welcomed Mr Fitzsimmons, Mr Little, Miss Hopley and soon, Miss Doherty and Miss Baxter.

We welcomed Mr Rubie as our new Student Welfare Worker, who has involved a local Mens’ Shed in our successful Boyz Shed.

Many of our experienced staff took some well-deserved long service leave this year.

Our enrolments have continued to increase and we will finish the year with 780 students, anticipating close to 800 next year.

Our Aboriginal Education team organised some wonderful cultural learning activities for our students and worked with families to develop personalised learning plans for each Aboriginal students. We now have 52 Aboriginal students in our school, many of whom are in our Tuggerah Lakes Learning Community Koori Choir. We expect that our Koori Choir bus will be finished very soon.

A typical year in the life of Berkeley Vale Public School!

Good-bye and best wishes.

Paul Britton
Principal 2005-13

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.

P & C message

Our role at Berkeley Vale Public School is to support the school in providing excellent education and facilities to our children and we are proud to be a part of such a great school. Each year we assist with funding for valuable resources and services that support the children and their learning.

In addition to this we have focused our fundraising efforts this year on providing additional iPads for classrooms that will offer specialised learning materials for the children that will be made available in early 2014.

It has also been wonderful to be involved in the opening of the time capsule and to celebrate our school and its achievements over the last 25 years. It is interesting to see how things have changed and inspiring to think how we might help to also change things for the future.

We have been fortunate once again this year to have had a hard working and dedicated group that have contributed to the success of the P&C and we would like to acknowledge all the parents, teachers, families and community members that have contributed and supported us this year with our many ongoing services and projects within the school.

Thank you to everyone for their involvement and we look forward to another great year in 2014.

Selina Wilson & Jade Ellis
P&C Co-Presidents

School Council message

Your School Council once again has had a very busy year looking after the role that it plays in the running of our school and I have been proud to represent the School Council on many occasions and numerous functions throughout the year. Each year, Kindergarten, Year Two, Year Four and Year Six put on a performance and once again I was pleased to be able to attend each performance and enjoy the great talent that we create here at Berkeley Vale. In March, we held the induction for our school leaders and each and every one of them has blossomed and matured into young adults that are more than worthy of our praise. We held very successful Mother’s and Father’s Day breakfasts, and isn’t it great to see the happy faces of our students as they show off their parents and grandparents to their friends?
And talking about BBQ’s, we also held a financially successful fund-raiser on Election Day. A number of our talented young people were part of the massed choir that performed in the Schools Choral Festival at Mingara, and the School Council joined with the P&C to congratulate our Canteen Manager Robyn Brunton on her 25 years as part of our Berkeley Vale Public School family. We had a great turnout for the opening of our Time Capsule and it was great to see Mr O’Meara, our first Principal, back for the auspicious occasion!

Our great thanks and gratitude must go to our hard working staff led by Mr Britton, ably assisted by Ms De Gruchy and Mr Keirnan. Sadly, Mr Britton will be leaving us at the end of 2013 and on behalf of the School Council, I am sure that I speak for all associated with our School, when I thank Mr Britton for his dedication to the education of our children over the nine years that he has been with us. He assures me that in retirement he will continue to keep in touch and hold a great interest in our school’s future.

During the year our students have been involved in many activities, not only in the school but very importantly in the wider community. I was so proud to see our school leaders dressed impeccably in their blazers representing us on many occasions but especially at the Anzac Day and Remembrance Day Services held at The Entrance War Memorial. I must commend Liz Tallon and her team on the fantastic job that they are doing with our Before and After School facility. Their success is above all expectation.

I have been lucky enough to have had the opportunity to meet with a number of our new kindergarten boys and girls and we are looking forward to them joining with us next year as they begin their journey of learning. It was sad to say goodbye to our year six students as they left us to embark on the next phase of their education in High School. On behalf of our School Council, I wish them all the very best as they further their education and hope that they won’t forget us, just as we will hold fond memories of them. We look forward to following their future education and personal progress throughout their lives.

2014 is going to be another very busy year for us all and we are looking forward to a number of modifications and upgrades around the school, to create an atmosphere that makes our children more comfortable and at home. Once again, can I urge parents, grandparents and especially dads and granddads to get involved with our school. There are so many ways that you can assist, whether it be in the canteen, in the classroom, on the sporting field, or any of the many other ways that you can take a role. I can guarantee you that the smile on your child’s face is priceless when they see you getting involved in our school and if you would like to know more just ask any member of either the School Council or the P&C.

In closing, can I once again thank Mr. Britton, his fantastic staff, my fellow School Council members, and our hard working P&C for their dedication to our Berkeley Vale school family.

Bob Graham
School Council President

Student Representative’s Message

In 2013 the Student Representative Council (SRC) organised 3 school discos (one was in school hours and the other two were at night time with a “spots and strips” theme and a “onesie/pj” theme). We raised approximately $2000 for our school. The SRC also supported and raised money for Jeans for Genes, Give me 5 for Kids and Bandanna Day. With the money we raised for the school we have contributed towards the funding of our signs for the play equipment, line marking on both basketball courts and new basketball backboards. We also purchased new house crest shields for our hall.

In August 20 students, both SRC representatives and Captains and Prefects went to Magenta Shores for a Leadership Conference. In October
SRC reps placed our class display folder in the Time Capsule. Both occasions were great and we were proud to be a part of them.

We would like to thank Miss Chapman for all her support and being the teacher who takes time for our SRC and also thank you to all the teachers, students and parents who support everything we do and suggest.

Jayden Rogers  Corrine Dann  
SRC Chairperson  SRC Secretary

Student information

Our student’s enrolment as at November 2013 was 786 students, 388 boys and 398 girls.

According to attendance profiles 94.3% of students attended school on average every day.

In 2013 we had 31 classes. Enrolments for each grade are as follows:

- Kindergarten 121 in 6 classes
- Year 1 119 in 5.5 classes
- Year 2 113 in 4.5 classes
- Year 3 115 in 3.5 classes
- Year 4 109 in 4 classes
- Year 5 96 in 3.5 classes
- Year 6 113 in 4 classes

Student enrolment profile

Due to the excellent reputation of our school in the community and the programs we provide our enrolments are rising instead of declining as was predicted by department statistics a decade ago.

In the past, our attendance figures have matched or surpassed the State figures. The difference this year reflects a small number of families who struggled with school attendance and this disproportionate number skewed the averages.

Management of non-attendance

After two days of unexplained absence teachers send home a note requesting information.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.1</td>
<td>95.8</td>
<td>95.4</td>
</tr>
<tr>
<td>1</td>
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<td>95.4</td>
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<td>94.6</td>
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<tr>
<td>4</td>
<td>94.5</td>
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<td>94.0</td>
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<tr>
<td>5</td>
<td>92.8</td>
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<td>93.2</td>
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<tr>
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<td>93.4</td>
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<td>94.8</td>
<td>93.9</td>
<td>94.3</td>
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<table>
<thead>
<tr>
<th>Region</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>K</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Total</td>
<td>93.9</td>
<td>93.8</td>
<td>94.3</td>
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</table>

<table>
<thead>
<tr>
<th>State DEC</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
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<tr>
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<tr>
<td>6</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
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<tr>
<td>Total</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
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</tbody>
</table>
Patterns of non-attendance are referred to the Deputy Principals for follow-up and parents may be contacted by telephone or in writing.

For extended periods of unexplained absence students are referred to the Home School Liaison Officer (HSLO). The HSLO attempts to support the student’s return to school. If this cannot be accomplished legal proceedings may be initiated.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>25.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1.025</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.672</td>
</tr>
<tr>
<td>Total</td>
<td>42.197</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Two members of staff acknowledge and are intensely proud of their Aboriginal heritage.

**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>
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</tr>
<tr>
<td>Postgraduate</td>
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</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>18.42</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>90,023.77</td>
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<tr>
<td>Global funds</td>
<td>427,269.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>149,779.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>366,038.95</td>
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<tr>
<td>Interest</td>
<td>6,123.38</td>
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<tr>
<td>Trust receipts</td>
<td>28,039.70</td>
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<tr>
<td>Total income</td>
<td>1,067,274.79</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>80,403.94</td>
</tr>
<tr>
<td>Excursions</td>
<td>104,523.50</td>
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<tr>
<td>Extracurricular dissections</td>
<td>96,671.31</td>
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<tr>
<td>Library</td>
<td>6,579.45</td>
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<tr>
<td>Tied funds</td>
<td>151,667.86</td>
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<tr>
<td>Casual relief teachers</td>
<td>113,659.26</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>115,342.11</td>
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<tr>
<td>Utilities</td>
<td>94,667.77</td>
</tr>
<tr>
<td>Maintenance</td>
<td>77,146.65</td>
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<tr>
<td>Trust accounts</td>
<td>26,212.98</td>
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<tr>
<td>Capital programs</td>
<td>87,032.40</td>
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<tr>
<td>Total expenditure</td>
<td>953,907.23</td>
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</table>

| Balance carried forward         | 113,367.56 |

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**

Berkeley Vale Public School has had a successful year. Two Year 6 students accepted placement at Gosford Selective High School. Two Year 4 students accepted scholarships to Central Coast.
Grammar School and one Year 4 student accepted a place in the Opportunity Class (OC) at Wyong Public School.

In 2013, students from Years 3 to 6 participated in the University of NSW International Competitions and Assessments in six subject areas:

- English
- Mathematics
- Spelling
- Writing
- Science
- Computer Skills

Overall, from the 121 entries in all subject areas our students achieved 10 Distinctions (top 10% of the state) and 30 Credits (top 30% of the state).

A number of our Stage 3 students attended after-school Gifted and Talented Student (GATS) workshops at our local high schools. This was a Tuggerah Lakes Learning Community (TLLC) initiative.

Ten of our senior students, five from year five and five from year 6, received awards at the Tuggerah Lakes Learning Community Academic Excellence Assembly during Education Week.

Four of our students, two from Stage 2 and two from Stage 3, represented our school at the Regional Final of the Premier’s Spelling Bee.

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)

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 to access the school data.

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**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.
65% of our students achieved in the top three bands for Reading.

Nearly 62% of our students achieved in the top three bands in Numeracy.

Over 77% of our students achieved in the top three bands in Writing. We will always strive to keep moving students into the highest bands.

Only 56% of our students achieved in the top three bands in Reading and this is disappointing. Year 6 staff will be targeting reading improvement before transition to high school.

Only 51% of our students achieved in the top three bands in Writing. This will be a target area for Year 6 to boost writing skills before transition to high school.
NAPLAN Year 5 - Numeracy

![Percentage in bands: Year 5 Numeracy](image)

Only 46% of our students achieved in the top three bands in Numeracy. Our priority now is that our Year 6 staff will target numeracy strategies in the lead up to high school transition.

**Other school based assessments**

All of our K-2 staff were updated on Best Start practices. Best Start is a program that focuses on gathering information on new students to focus educational programs to their needs. All staff who will be on K-2 classes in 2014 were trained in Targeting Early Numeracy (TEN) to better target numeracy outcomes for our youngest students.

**Other achievements**

**Time Capsule**

This year we opened the Time Capsule, which was interred back in 1988 by then principal, Mr Leo O’Meara, who was present for the opening along with many former students and staff. Mrs Kelly Martin, 1988 School Captain and currently a parent at our school, cut the ribbon to officially open the display. A dedicated committee, ably represented by Mrs Nita Pont, organised the showing of the Time Capsule contents in a magnificent display in the school hall. Many visitors spent an hour or more in the hall reminiscing and catching up with old colleagues or classmates.

Staff and students organised interactive whiteboard and iPad presentations to show how technology has advanced in 25 years. The choir and dance groups also performed before representatives from each 2013 class added their class contributions to the new 2038 Time Capsule, which has been mounted on the wall in the school library.

**Significant programs and initiatives**

**Dance**

Berkeley Vale Public School offers opportunities for students to be involved in dance. This year we had K-2, Years 3-4 and Years 5-6 Selective Dance Groups, each of which performed at the Central Coast Dance Festival. Students also had the opportunity to participate in a Fun Dance Group. These groups performed at school functions as well as community events such as Education Week, the Time Capsule Opening and Mother’s and Father’s Day celebrations.

To broaden the students’ experience in dance, these groups were taken on an excursion to the Opera House to see the Australian Ballet.

Dance is also offered as a weekly sport for primary students and they showcase their dance routines each term.

**Choir**

We offer the opportunity to sing at a variety of events as part of a school choir. This year we had a K-2 and a 3-6 Choir conducted by Mrs Julie Carpenter and Miss Meagan Murray. Each choir practiced regularly for a variety of school and local events. This year the 3-6 Choir was a part of the Central Coast Choral festival held at Mingara, in September. Both Choirs sang at our school ANZAC ceremony, Education week concert, Kinder Expo, 25th Anniversary of the time capsule opening celebrations and Carols in the Cool Zone.

**Rochelle Wright**

Choir Coordinator
TEN (Targeting Early Numeracy)

The TEN (Targeting Early Numeracy) intervention program fulfills a Government commitment to provide support for students experiencing substantial difficulty in the early years. It recognises that a small percentage of students are at risk of numeracy failure, despite participation within a quality early numeracy program.

All K-2 teachers at Berkeley Vale Public School have now been trained in TEN. This program is implemented within numeracy lessons as well as incorporating short, focused numeracy strategies throughout the day. The TEN program does not involve the withdrawal of students or the use of specialist teachers. The TEN model includes the use of:

- small group instruction
- short, focused, frequent numeracy sessions
- strategically targeted activities focusing on early arithmetical strategies
- explicit and systematic teaching
- five-weekly monitoring of student progress to identify and plan future instruction.

Berkeley Vale Public School is continually building up Mathematics resources in order to implement and continue this program with the aim to reduce the number of targeted students at risk in each grade.

Rochelle Wright
Julie Carpenter
Megan Murray
TEN Coordinators

Out of School Hours (OOSH) Care

In 2013, Berkeley Vale Public School OOSH service provided our school community with a high quality Before School, After School and Vacation Care service.

The OOSH service is run by qualified childcare educators, student teachers and qualified primary school teachers who provide a wonderful program meeting the requirements of the National Quality Framework for Early Childhood Education and Care and the My Time, Our Place School Age Care Framework for Outside of School Hours Care Services in Australia. The My Time, Our Place Framework has five outcomes where educators collaborate with children to provide play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development. As part of this process we have developed our service Quality Improvement Plan that has seen our educators implement sustainability into our program on a daily basis which all of our children enjoy participating in.

Our Vacation Care program has been a great success with lots of wonderful excursions to various local venues including Amazement, Cinema Paradiso, Australian Walkabout Wildlife Park, Weber Circus, Laycock Street Theatre, Laserblast, Imax Theatre, Ten Pin Bowling, Kimnastix, Central Coast Youth Club, Shark and Ray Centre and Woy Woy Leisure Centre. As part of our Vacation Care program we also provide fun filled centre days with a wide variety of activities including incursions from various organisations.

Due to the success of our service in 2013 we have donated approximately $42,000.00 to the Berkeley Vale Public School Community, which has assisted the school and the P & C Association in making improvements to our school community.

Liz Tallon
OOSH Coordinator
Year 6 to Year 7 Transition

Year 6 engaged in a year-long transition program developed in conjunction with our local high school, Tuggerah Lakes Secondary College Berkeley Vale Campus, and our partner primary schools, Killarney Vale and Chittaway Bay. Activities included visits from the Year 7 advisors and visits to the high school by groups of students taking part in Science, Cooking, Maths and Agriculture days. Berkeley Vale Campus organised a Sports Gala Day so students from all three of the partner primary schools could meet and mingle before being placed in Year 7 classes.

Students with greater needs were also involved in specific transition programs like the 627 Mentoring Program and the Mini Summer School.

The students also attended an Orientation Day. At this event, parents were involved in an information session and students sat in on sample classes and had an opportunity to meet one another and form bonds. Students met with teachers and enjoyed a lunch together.

Library

2013 has been a busy year in the library. To help promote the Book Week theme of ‘Read Across the Universe’ the library hosted a research and art project competition, as well as a book parade with a Star Wars and Space theme. The effort put in by all the students and staff was amazing, and really helped promote how much enjoyment one can gain from getting more involved with reading.

As a result of the two Book Fairs run throughout the year, the library sold over $13,000 worth of stock which resulted in a generous commission to help source a range of fantastic new books and resources to help support the needs of students, staff and the curriculum. The introduction of the library’s newest member, Frankenstein the Central Bearded Dragon, has encouraged many students to take an interest in developing their research and observation skills when finding the information they need. The library also took a more active role in helping to develop and promote the skills and abilities necessary to critically evaluate information and make sure that research undertaken online is safe and secure for the students involved.

Mathew Fitzsimmons
Teacher-Librarian

Aboriginal Education

Our Koori Choir consists of indigenous and non-indigenous primary students from an amalgamation of seven schools within the Tuggerah lakes Learning Community. Twenty students represent Berkeley Vale Public School.

The Koori Choir regularly participates in workshops and performances, singing songs relating to Aboriginal identity and culture, giving students the opportunity to recognize and celebrate their background and identity throughout the wider community.

Throughout 2013, the Koori Choir performed at local primary schools for NAIDOC celebrations, the Samaritan’s church fete and Gulangfest. The Koori Choir is under the guidance of teachers Julie Carpenter and Janelle Chapman.

They had a lot of wonderful and diverse opportunities being involved with so many Aboriginal Programs. These programs are offered as a whole school to all students and there have been opportunities for our indigenous students to learn about their aboriginal culture.

*Personised Learning Plans (PLPs)* are about developing relationships between students, parents, caregivers and teachers. All our indigenous students have had a PLP prepared and goals are set in relation to the child’s needs. This
could be academic, behaviour and/or cultural awareness.

NAIDOC Day was a day of celebrations for K-6. The students were given the opportunity to participate in activities that are linked or connected to Aboriginal culture and studies. We also have community members involved who can give the students more insight into the culture of our indigenous people.

Multicultural Education

Due to the very small percentage of students from a non-English speaking background (<1%) we address multiculturalism via our annual involvement in Harmony Day celebrations where the focus is on respecting diversity and developing the understanding of other cultures and their contribution to Australia.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

• Audit at executive level.
• Consulted with English Committee.
• Used data from TEN training.

School planning 2012—2014: progress in 2013

School priority 1
To improve literacy outcomes for all students.

Outcomes from 2012—2014

Improved student outcomes in reading and writing.

Evidence of progress towards outcomes in 2013:

• Outstanding Naplan results for Year 3. 65% of students in top three bands in Reading, 77% of students in top three bands in writing.
• Naplan performance in Year 5 did not reach this high level.
• The Literacy Continuum was used in K-2 to inform teaching and learning programs.

Strategies to achieve these outcomes in 2014:

• Address deficiencies in Year 5 Naplan scores in Reading and Writing via targeted teaching and learning programs.
• Use Focus on Reading (FOR) to improve reading for meaning in Years 3-6.
• Expand the Literacy Continuum to Years 3-6 for students and staff.

School priority 2
To improve numeracy outcomes for students.

Outcomes from 2012—2014
To improve numeracy outcomes for students.

Evidence of progress towards outcomes in 2013:

• Outstanding Naplan results for Year 3. 62% of students in top three bands in numeracy.
• Naplan performance in Year 5 did not reach this high level.

Strategies to achieve these outcomes in 2014:

• Early introduction of the national numeracy curriculum across the school from K-6.
• Refined scope & sequence to support the teaching of numeracy in alignment with the incoming syllabus requirements.

School priority 3
To improve student engagement in learning.

Outcomes from 2012–2014
Improved student engagement and leadership through the provision of effective school programs.

Evidence of progress towards outcomes in 2013:

• New school rules constructed on permanent signs to be displayed in key areas throughout the school.
• New school welfare worker, Mr Chris Rubie, started at the school and reinstituted the Boyz Shed and liaised with local Men’s Shed to mentor our high needs students.
• Continued to strengthen the Structured Playground by including rostered assistance from Learning Assistance Teacher and Student Welfare Worker.
• 31 iPads and a charge cart were purchased to engage boys and girls in learning K-6. Many staff gave up their weekend to attend iPad training courses.

Strategies to achieve these outcomes in 2014:

• Continue Tai Chi and Rock & Water Programs. All Year 6 staff have been trained in Rock & Water and will implement the program with their grade.
• Expand the iPad program by purchasing another 32 iPads and another charge cart. Management of iPads will now move to wireless technology.
• Continued refinement of Friendship Network Groups (Peer Support) to maximize engagement of students and to create strong support networks for our students K-6.
• Investigate Positive Behaviour for Learning (PBL) to enhance student wellbeing.

Professional learning
All staff participated in Teacher Professional Learning (TPL) in 2013. TPL activities included ICT and iPad training. K-2 staff trained in implementing strategies using the TEN program, Stage 1 staff were trained further in the Literacy Continuum, CPR and Emergency Care, Every Student Every School focus on Autism, intense investigation and pre-implementation on the new national English syllabus.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

We have implemented the Go Maths program across the school for the past seven years using a staggered introduction one grade added per year. We did this after consultation with schools around the Hunter/Central Coast region that had implemented Go Maths previously.

For the past seven years we have been gathering data on our student performance in numeracy via Naplan, diagnostic testing and performance on external tests such as the UNSW competitions. We, as a staff, were concerned that Go Maths,
while outstanding in theory, did not meet our requirements in practice.

Program evaluations

Background
Prior to introducing Go Maths several professional development opportunities were organised for the staff with one of the creators of the program. The Go Maths program seemed to fulfill the needs of the changing curriculum and challenged students to extend their thinking in numeracy.

The Go Maths program was implemented in 2006, starting with Kindergarten. Each year after a grade was introduced until the whole school was taking part.

Findings and conclusions

Data showed that our students’ results have not improved with the use of the Go Maths program and in fact have slightly decreased.

There are several contributing factors as follows:

- Go Maths seemed to leave many students behind who were struggling. The heavy commitment of the scope & sequence of the program did not allow for review time.

- Staff were not provided with training by the publishers of the program and should have been.

- The staff were therefore reluctant to embrace the program and some struggled with the organization, timing and implementation.

Future directions

With the imminent introduction of the new national numeracy curriculum a numeracy action group was formed to review current practices and make recommendations for the future of numeracy teaching and learning at the school.

It was their recommendation that we implement the new syllabus one year early and support the new syllabus with a locally designed scope & sequence and a selection of textbooks chosen by each grade. This decision was accepted with enthusiasm by the teaching staff.

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.

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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: