Our school at a glance

Berowra Public School is a dynamic and effective school where staff and parents help students to feel happy and secure; enjoy learning; strive to achieve their potential; experience success; and care for themselves, others and the environment.

The school provides a well balanced curriculum, with emphasis on developing skills in literacy and numeracy. There is also a tradition of excellence in performing arts, particularly drama, choir and music. Sport is another traditional area of strength, and a number of highly effective programs operate to cater for our gifted and talented students. Expanding the opportunities for the use of technology is a continuing school priority.

Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests. Community support is a particular feature of the school. Three effective parent bodies provide much needed support for the school in many ways- practical, financial and consultative.

Students

Our enrolment at the end of 2011 was 386 students comprising 186 boys and 200 girls.

95.7% of students attended school on average each school day.

In 2011 we had 15 classes. Average class sizes were:

- Kindergarten: 20.0
- Year 1: 22.5
- Year 2: 20.5
- Year 3: 30.6
- Year 4: 28.0
- Year 5: 30.0
- Year 6: 30.5

Staff

The teaching and non-teaching staff members of Berowra Public School have a wide range of experience and diverse skills. They form a cohesive and highly supportive group.

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

Significant programs and initiatives

| Support Teacher Learning Assistance (STLA) program |
| Reading Recovery program |
| Enrichment programs, including Robotics, Science Spectra and Stage 2 Maths Enrichment Program |
| Bands |
| Choirs |
| Dance Groups |
| Student Leadership, including the Buddy Program and Peer Support |
| Interschool Sporting Competitions |

Student achievement in 2011

In the 2011 NAPLAN tests, Year 3 students did very well in Writing (65% in the top 2 bands), Grammar / Punctuation (55% of students in the top two bands), and Reading (55% in the top band). Year 5 students achieved sound growth in Reading (an average 81% growth) and did very well in Grammar / Punctuation (55% of students achieving in the top two bands). Results for both groups in Numeracy were also an improvement on 2010 results (82% of Year 5 students achieving in the top three bands, and 75% of Year 3 students achieving in the top three bands).

Messages

Principal's message

Berowra is a strong student-centred school where exceptional learning opportunities in an inclusive, nurturing environment are available to all students. Set in spacious well maintained grounds, the school is committed to academic excellence and high achievement and prides itself in providing an environment where sporting, cultural, creative and leadership opportunities are available to all.

One of the many highlights of 2011 is the installation of Interactive Whiteboards (IWB) in every classroom and the large number of educational and cultural activities provided by the school. The school is lucky to have such dedicated parents, who fund raised diligently to ensure each classroom was fitted with an IWB to enhance student outcomes.
However, to me the highlight of the year has been the way in which the staff, parents and school community have worked together to provide a quality educational environment for the students.

The dedicated school staff is enthusiastic and supports the continual development of their professional skills and knowledge, and work with students and parents as a team to optimize learning opportunities.

Through the support of many parents and the involvement of dedicated teachers, the students had the opportunity to be involved in a multitude of performance options including two choirs, four bands, debating, dance, public speaking, drama, sport and art.

Our school will continue to grow and we will continue to support all our students’ social and learning needs, aiming to have happy, focused, engaged children at school. We will continue to embrace technology and lead the implementation of technology in education and maintain our role as the centre of our community.

It is a privilege to have been able to lead the school in the position of relieving principal for half of this year. I would like to congratulate all the children on their outstanding academic results and their dedication to all aspects of school life. I would like to also acknowledge the dedicated and professional school staff for their hard work in providing a quality learning environment for our students. Lastly I would like to thank the supportive parents and community of Berowra Public School, your efforts and support are both valued and appreciated.

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.

Dianne Bower
Relieving Principal

During 2011/2012 the Berowra Public School P&C Association and School Support Group, assisted the school in a number of important ways. Perhaps the Association’s greatest achievement during 2011 was the donation of funds to the school for the purchase of new Interactive Smart boards. The P and C and affiliated groups handed over $26,000.00 for the last order of smart boards. Now EVERY classroom is equipped with this technology! Congratulations to the entire school community for helping the P and C achieve this. It is only because of the parents’ support that the P and C manage to make this sort of progress. We also assisted by giving monthly feedback and updates on the school website and in the fortnightly newsletter.

One of the P and C’s invited guests was Chris Tate from Healthy Kids Association who spoke about healthy canteens and he also gave our canteen menu the tick of approval. Well done to everyone associated with the canteen!

An annual event of the P and C, which has proved very successful, is the September Fathers’ Day Breakfast. This event is P and C funded and presented by the BPS staff. This offers an opportunity for more fathers to visit the school with their children in a friendly, relaxed environment.

The P and C have implemented the following policies in 2011: Discrimination and Harassment, Code of Conduct, BPS By Laws and P and C Constitution. These are all available to view on the school’s website.

Our 2011 agenda included working with the RTA list for the installation of flashing lights for our school zone. This has now been achieved.

The School Support Group provides invaluable practical help to teachers and children. They run stalls for Mothers Day and Fathers Day, and provide money for each class teacher to buy incidental classroom equipment for those special added extras, which make learning fun.

The end of 2012 will see one of our biggest fund raising events, the BPS Fair which is run biannually. The focus this year is to raise funds to upgrade and increase the number of computers within the school. Good luck to all those involved.

Karen Bird
P&C President 2011

BPS P & C Association message

The P&C Association is a very active body, which meets on the third Monday of each month at 7:30pm in the staff room. Meetings are short, positive and productive.

Karen Bird
P&C President 2011
Student representative’s message

It has been a very busy year at Berowra Public especially for year 6. Some of the highlights include year 6 camp at Broken Bay, CARES road awareness program, sports carnivals, NAIDOC week, choir, dance, drama, recorder and band performances, Maths fun day, Surf Education, book week trivia and most recently the mini fete. We have had a fabulous year as School Captains this year. We remember Presentation Day 2010 and how surprised we were to hear our names announced. Our best wishes go to the incoming prefects who are probably feeling very nervous.

Thank you to the teachers, especially those who have taught the ‘Class of 2011’ over the past seven years. You have instructed, guided and encouraged us . . . and played your part in who we are today.

At Berowra Public School there are plenty of opportunities for all students to participate in a wide range of activities. These include sport, performing arts, robotics, Spectra and leadership. One of our strong memories from this year was attending Leadership Camp at Vision Valley. We stayed two nights with captains and vice captains from other schools. We participated in leadership activities which helped us during the year.

We caught up with our new friends later in the year for a day of bowling and more leadership fun. We represented the school at various ceremonies including Anzac Day and Vietnam Veterans Day. All these experiences have been invaluable and we are very grateful for the wonderful opportunities we have had as leaders in the school.

You don’t have to be a prefect to be involved in leadership. Other opportunities such as Peer Support develop our leadership skills. In 2011 all year 6 students completed peer support training with Cowan Public School. We also had a visit from Rising Generations, a leadership training program, and our teachers always look to provide situations for us to exercise leadership.

We have seen four different Principals, and many teachers, who have all contributed to us having a fantastic time at Berowra Public School. Our school environment is friendly and we thank our teachers and support staff for working so hard for us.

To our fellow year 6 students, we have lots of great memories of our time together and we wish you all the best in high school.

Finally thank you to the parents of year 6 who have done so much for us.

Matthew Wright and Michelle Harkness
School Captains 2011

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 chart]

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>96.4</td>
<td>97.1</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.5</td>
<td>96.1</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.1</td>
<td>96.7</td>
<td>96.0</td>
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</tr>
<tr>
<td>3</td>
<td>96.4</td>
<td>95.8</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.3</td>
<td>96.8</td>
<td>96.1</td>
<td></td>
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<td>5</td>
<td>95.7</td>
<td>95.7</td>
<td>95.6</td>
<td></td>
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<tr>
<td>6</td>
<td>95.5</td>
<td>93.3</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.0</td>
<td>96.0</td>
<td>95.7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.1</td>
<td>96.0</td>
<td>96.3</td>
<td></td>
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<tr>
<td>1</td>
<td>95.6</td>
<td>95.8</td>
<td>95.7</td>
<td></td>
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<tr>
<td>2</td>
<td>95.8</td>
<td>95.9</td>
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<tr>
<td>3</td>
<td>95.8</td>
<td>96.1</td>
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<td>96.0</td>
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</tr>
<tr>
<td>5</td>
<td>96.0</td>
<td>96.1</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.4</td>
<td>95.7</td>
<td>95.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.7</td>
<td>94.7</td>
<td>96.0</td>
<td>95.8</td>
</tr>
</tbody>
</table>
Management of non-attendance

Student attendance and student learning outcomes are connected. The improvement of student whole day and partial day attendance is a major focus for the school.

Excellent attendance is encouraged and rewarded. Rolls and attendance reports are produced electronically. Where there is non attendance over a period, without explanation, parents are contacted. The care and concern is appreciated by parents and the majority respond positively. Ongoing concerns are monitored and referred to the Home School Liaison Officer.

Class sizes

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

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<tbody>
<tr>
<td>KRED</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KYELLOW</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2V</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>4/5W</td>
<td>4</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5W</td>
<td>5</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>5/6T</td>
<td>5</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6T</td>
<td>6</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

In 2011 there were 15 classes. Three classes were composite classes.

Staff information

Our dedicated and caring staff consists of highly skilled and committed professionals, who cater for our varied students’ academic and social needs.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20.7</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Berowra does not have any indigenous teachers or staff.

Staff retention

In 2011 a new teacher transferred into Berowra. At the end of the year one teacher transferred to a new school and one teacher retired.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35%</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.

School performance 2011

Achievements

Arts

Berowra Public School has continued to have a strong commitment to the creative and performing arts in 2011. There were many opportunities for our music and drama and dance groups to perform for the school and the public. Below is a list of the highlights:

- This year our school entered the Arts North Film Festival for the first time. Ben B’s film ‘Lani and the Worry Monster’ was selected to be shown at the Festival, and won a bronze Oscar.
- Both the junior and senior drama groups performed in the Arts North Festival of Drama at NIDA at Kensington.
- Both choirs, the recorder group, the dance group and the band ensemble performed at the Hornsby District Music Festival.
- A special choir performed at the Sydney Opera House as part of a massed choir formed from schools across the Northern Sydney region.
- The school recorder group performed at the Opera House as part of the Festival of Instrumental Music.
- Our amazing dance group performed at the Sydney North Schools Dance Festival, A Flash Mob in Education Week and the Hornsby District Music Festival.
- There were several public performances by both of our rock bands-White Light and Powerplay at school and community events. These included the McDonald’s eisteddfod, Central Coast FM, and the Brooklyn Fair for Powerplay and the Asquith and Wideview School fetes and the opening of St. Mark’s new church for White Light.
- A special evening concert entitled Music, Dance and Drama Night (MADD Night) showcased all our performing arts groups and proved to be most popular.
- Our band toured the local preschools to raise the school’s profile in the community. They also played at the

A full copy of the school’s 2011 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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>172794.60</td>
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<tr>
<td>Tied funds</td>
<td>47142.51</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>204498.97</td>
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<tr>
<td>Interest</td>
<td>5280.60</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>546277.31</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
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</thead>
<tbody>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
<td>57991.92</td>
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<tr>
<td>Library</td>
<td>7378.50</td>
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<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>15015.31</td>
</tr>
<tr>
<td>Maintenance</td>
<td>38894.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>35680.37</td>
</tr>
<tr>
<td>Capital programs</td>
<td>69780.18</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>496603.58</td>
</tr>
</tbody>
</table>

A special evening concert entitled Music, Dance and Drama Night (MADD Night) showcased all our performing arts groups and proved to be most popular.
Berowra Musica, the Hornsby North Band Festival, and many school special days.

- There were opportunities for our groups to perform at Education Week, Presentation Day, and other in-school special days.
- Several of our most capable students performed vocal and instrumental solo items.

Sport

2012 was a very successful year for Berowra Public School on the sporting field. This success relies on the dedication of staff and parents. This support is greatly appreciated.

Teams competed in Public School Sports Association (PSSA) competitions in soccer, netball, cricket and softball. Our PSSA Junior and Senior Soccer teams both made it to the Semi Finals.

We had Area representatives in swimming (1); Athletics (8) and Cross Country (5).

Nick F represented Sydney North at State Athletics in discus and shot put. He also participated in the National Athletics Carnival in Darwin, where he came third in discus. He represented Sydney North Area in Rugby Union at State Rugby Union Championships.

Taylor W represented Sydney North Region at the State Softball Championships.

Students in Years 3-6 were offered expert tuition in tennis, softball, AFL and cricket. Other physical fitness activities included tabloid sports, Zumba, Newcomb ball, Austag, T-ball and soccer.

An inclusive K-6 Sports Carnival was held at Foxglove Oval and wonderful participation was had by all. The 10 day Special Swimming Scheme was for Year 2 and selected 3-6 students. Stage 2 modified games program enhanced students’ fundamental movement skills. A team of boys was chosen to participate in Asquith Football Gala Day as transition to high school program.

Year 5 and 6 boys also attended the Florimo Cup Gala Day. We also sent two teams to participate in a Basketball Gala Day at the Brickpit in Term 4.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

Literacy – NAPLAN Year 3

In reading 83% of our students are in the top three skill bands compared to 66% for the state.
In writing 80% of our students are in the top three skill bands compared with 87% for the state. Writing will continue to be a targeted area for 2012.

In spelling 85% of our students are in the top three skill bands compared to 70% for the state.

In grammar and punctuation 89% of our students are in the top three skill bands compared to 64% for the state.

In numeracy 76% of our students are in the top three skill bands compared to 65% for the state.

In reading 83% of our students are in the top three skill bands compared to 55% for the state.
In writing 56% of our students are in the top three skill bands compared to 65% for the state.

In spelling 80% of our students are in the top three skill bands compared to 60% for the state.

In grammar and punctuation 85% of our students are in the top three skill bands compared to 63% for the state.

Numeracy – NAPLAN Year 5

In numeracy 81% of our students are in the top three skill bands compared to 58% for the state.
Progress in literacy

The graphs below show the student progress from Year 3 to Year 5 compared to other children across the state and our local school groups.

Progress in numeracy

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum standards

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

No Aboriginal students were enrolled at Berowra Public School in 2011.

Lessons for all students about the diversity of Aboriginal cultures were embedded in the six key learning areas.

An Aboriginal Cultural Education Day was held during the 2011 National Aboriginal Islanders Day Observance Committee, NAIDOC Week. All students K-6 participated in Aboriginal games, stories, boomerang throwing and art work activities and watched an Aboriginal Dance Show performed by Koomurri Management. The show demonstrated traditional Aboriginal and Torres Strait Islander dance, storytelling and the use of various artefacts.

An Aboriginal Education Policy was also written and implemented during 2011.

**Multicultural education**

At Berowra Public School there are no ESL or NESB children. We have 20 children enrolled with language backgrounds other than English.

Again, two children selected from Stage 3 were involved in the Annual Multicultural Public Speaking Competition during June in the Hornsby District. They presented a prepared speech and an impromptu speech on given topics. Although the children didn’t make the second round, they represented our school admirably.

**Respect and responsibility**

Respect and responsibility are taught explicitly in all classrooms through modelling, reflection, explicit teaching and discussion, and promoted as an integral part of our school values.

Every Monday morning students gather for our morning assembly. At this time, we acknowledge and pay our respect to the traditional custodians of the land, and sing the National Anthem. During this assembly, students who have earned honour pennants, outstanding achiever or excellent awards are presented with their pennants or certificates.

Students experienced learning in these areas in diverse ways: peer support lessons, led by Year 6 leaders, focused on the prevention of bullying. The buddy system and peer reading provided opportunities for students to work with others from a different stage, supporting younger pupils, and developing responsibility.

**Reading Recovery**

Reading Recovery intervention was able to be offered to nine children in 2011. The children selected were beginning readers at the lowest levels in Year 1, who had not reached parity with their peers throughout their first year of schooling. Each child received daily, individualised instruction for between 12-20 weeks. Reading Recovery successfully impacted on the reading and writing achievements of these students who are now able to work independently alongside their peers, within the classroom environment. Continuing monitoring of these children will be done as they move through the school, with appropriate classroom support as necessary.

Berowra PS will continue to offer placements in the Reading Recovery program in 2012. Working in conjunction with classroom teachers, instruction will be adapted to the individual needs of each student, with the aim being to have the children ultimately become independent learners.

**Progress on 2011 targets**

**Target 1**

*Continue to improve student outcomes in Literacy.*

Our achievements include:

- 100% of Year 3 and 5 students were achieving at or above the minimum standard.
- 65% of Year 3 students achieved in the top two bands in the 2011 NAPLAN Reading Test with 0% in Band 1.
- 51% of Year 5 students achieved in the top two bands in the 2011 NAPLAN Reading Test with 0% in Band 1.
- 80% of Year 2 students reading at Level 30 or above at the end of 2011.
- The average growth of year 5 students in NAPLAN reading has increased from 77.0 in 2010 to 80.8 in 2011; Year 5 boys are 11 scale scores above the state average growth for reading.
• The implementation of consistent programming and assessment practices for reading within stages of learning.
• The provision of quality teacher professional learning opportunities to all staff.
• The purchasing and maintenance of quality resources to support teachers in the explicit teaching of reading.

**Target 2**

*Continue to improve student outcomes in Numeracy.*

Our achievements include:

• 98% of Year 3 and 5 students at or above the minimum standard.
• 55% of students in Year 3 achieved Band 5 or higher in the 2011 NAPLAN Numeracy Test.
• 50% of students in Year 3 achieved in the top two bands for Measurement, Data, Space and Geometry with only 49% of students in the top two bands for Number, Patterns and Algebra.
• 44% of students in Year 5 achieved Band 7 or higher in the 2011 NAPLAN Numeracy Test, with 0% in Band 3 or lower.
• 50% of students in Year 5 achieved in the top two bands for Measurement, Data, Space and Geometry with only 37% of students in the top two bands for Number, Patterns and Algebra.
• The average growth of Year 5 students in the NAPLAN Numeracy has increased from 80.7 in 2010 to 98.2 in 2011.
• Kindergarten Best Start data indicated significant progress in numeracy skill development for kindergarten students.
• School data indicated significant progress K-6 in students’ performance in numeracy.
• Ongoing promotion to raise the profile of Mathletics via weekly certificates, class of the week, individual student achievements acknowledged during assemblies.
• Staff working towards outcomes based numeracy rubrics and commonality of outcomes staged based assessments.

**Target 3**

*Review Assessment and Reporting procedures to ensure consistent tracking of achievement K-6.*

Our achievements included:

• The implementation of a Berowra Public School Assessment and Reporting Policy
• The inclusion of assessment tasks as part of programmed units of work.
• Evidence of the completion of assessment tasks through common stage based tasks.
• The completion of Best Start assessments by ES1 students.
• The broadening of assessment tasks to include key learning areas other than English and Mathematics.
• Tailored programs that address the identified needs of students as determined by student assessment results.
• Improvement in the consistency of teacher judgement in marking student assessment tasks through the use of curriculum-based assessment rubric marking scales and work sample moderation.
• Successful movement away from diagnostic’ and ‘standardised’ testing to more formalised assessments in line with departmental policies and guidelines.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations — one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of our Assessment and Reporting strategies.

Educational and management practice

Assessment and Reporting

The area of school management practice — assessment and reporting, was evaluated using the SchoolMap survey by gathering attitudinal data from students, parents and staff about key aspects of the school’s assessment and reporting strategies. Sixteen staff members, 100 students and fifteen parents completed the survey. All teaching staff completed the survey. The students were a random sample of students from Years 2 to 6. All the parents received a survey through the fortnightly newsletter.

Background

The successful implementation of an outcomes-approach to learning depends upon appropriate assessment and reporting practices being imbedded in the teaching and learning. At BPS we have worked towards increasing our professional knowledge and skills on effective assessment strategies. We have refined our reporting methods, in line with the Department of Education and Communities policies, in order to appropriately reflect classroom practice and effective student learning.

Findings and conclusions

From the responses received:

- 80% of parents agreed that the school provides clear information about student achievement through the school reporting process.
- 75% of parents understand how students’ learning is assessed.
- 53% of parents said the school usually provides opportunity and information to understand what is being taught.
- 55% of parents felt that the reports did not give insight into their child’s potential as they were more ‘curriculum’ rather that child centred in context.
- 99% of teachers strongly agreed that their assessment practices provided information on students’ strengths and areas for further development.
- 100% of teachers maintain in depth records of student progress.
- 95% of teachers use a range of assessment strategies to assess knowledge, skills and attitudes, which result in quantitative and qualitative assessments of performance.
- 100% of students agreed that what they learn is important.
- 65% of students understand how their learning will be assessed.
- 67% of students agreed that their teacher knows what they can do and what they need to learn.
- 98% of students strongly agreed that the school encourages students to achieve their best.

Future directions

While the majority of parents and care givers are happy with the current level of student assessment and reporting practices at the school this is an area that the school will continue to monitor to ensure that the current levels of assessment and reporting are improved.

An obvious area of concern from the survey is the number of parents who don’t believe that they are fully informed about their student’s progress. To overcome parental concerns the reporting of student progress to parents will continue to be a focus area in 2012.
Quality of School Life

Background

Students from Yrs 2-6 were surveyed to determine the Quality of School Life. The survey has eight subscales including general satisfaction, teacher/student relationships, student self-esteem, identity, the relevance of schooling, sense of achievement and sense of adventure and negative effect.

Findings and conclusions

Most students displayed an overall very positive view about school life at Berowra:

- 92% indicated they felt happy going to school and 91% felt proud to be a student here.
- 92% indicated they felt successful as a student and they had a lot of fun.
- 94% indicated that their teacher was fair to them, interested in them and listened to them and helped them to do their best.
- 94% indicated that what they were learning at school was important and useful to them.
- 94% indicated that they learn to get along well with others at Berowra PS and 88% felt that other students accepted them as they were.
- 95% indicated that the work was a good preparation for the future and the things they learned were important.
- Only 70% overall indicated that there was a sense of adventure in their learning and they got excited about their work and they enjoyed doing extra work.

The overall Quality of School Life was an exceptionally high 98% for which the entire school community is to be congratulated as we have very positive thinking, happy, achieving students in our care.

Future directions

There were very few negative responses. In the future creating a greater sense of adventure in some lessons and more incentives to complete extra work could be considered overall. It is also felt that the introduction of Interactive Whiteboards into every class in late 2011 could be instrumental in improving this sense of adventure in their learning in 2012. Also the use of Mathletics and Spellodrome at home will hopefully ensure that students enjoy doing extra work.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. A large majority of the school community agreed that there is high level of friendliness and tolerance towards others, that parents and students feel welcome and valued, and that students are the school’s main concern. Our staff members were seen as competent, consistently setting high expectations of students and welcoming parent involvement in the school.

Professional learning

The school receives funds from the DEC to provide for teacher release from class and for course fees. The amount of funding is based on the number of permanent staff at the school. In 2011 the Teacher Professional Learning (TPL) program provided a diverse range of opportunities to meet the needs of all members of staff. The use of TPL funds is identified in the school plan and in a detailed annual audit report required by DEC. In 2011 expenditure was targeted in the following areas:

- Staff Development Days
- Emergency Care and CPR
- Using Notebook software with Interactive Whiteboards
- Assistant Principal Mentor Program
- Best Start Spelling Strategies
- Focus on Reading
- NAPLAN Workshop
- Mathematics- Working mathematically, using fractions and decimals.
- Community of Schools combined SDD – Andrew Fuller
- Catering for all learners- Differentiating the Curriculum
**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012–2014**

Continue to improve student outcomes in Literacy, especially in writing.

**2012 Targets to achieve this outcome include:**

- Growth in literacy to reflect and align with state averages.
- Increase in percentage of students in the top two bands in Year 3 NAPLAN from 65% to 75% and in Year 5 from 35% to 45%.
- Increase in percentage of students demonstrating expected growth in writing from Year 3 to Year 5.
- Development and implementation of school based rubrics to support writing in all stages.

**Strategies to achieve these targets include:**

- Teaching programs, units of learning, teaching and learning resources and assessment tasks are consistent with the requirements of the syllabus and Quality Teaching Framework.
- Teachers are able to effectively implement explicit teaching, including the aligning of planning and programming with principles and processes for quality teaching and quality assessment.
- Development and implementation of school based rubrics to support numeracy in all stages.

**School priority 2**

**Outcome for 2012–2014**

Continue to improve student outcomes in numeracy, especially in fractions and decimals

**2012 Targets to achieve this outcome include:**

- Improved student achievements in the fractions and decimals strand of mathematics
- Increase in percentage of students in the top two bands in Year 3 NAPLAN numeracy from 55% to 75% and in Year 5 from 44% to 60%
- Increase in percentage of students, from 67% to 80% demonstrating expected growth in numeracy from Year 3 to Year 5.
- Development and implementation of school based rubrics to support numeracy in all stages.

**School priority 3**

**Outcome for 2012–2014**

We will continue the use of technologies to enhance communication, professional learning and student engagement.

**2012 Targets to achieve this outcome include:**

- Training teachers in the use of Interactive White Boards and IWB software.
- Surveying staff to determine areas of need for school based ICT teacher training and providing differentiated workshops for teachers to develop ICT skills.
- Providing students and staff with opportunities to use the video conferencing facilities in the connected classroom.
- Effective assessment and teaching/learning programs developed to improve student learning outcomes.

**Strategies to achieve this target include:**

- Increased teacher competency in the integration of ICT in teaching and learning.
- Increased use of video conferencing technology.
- Increased participation by teachers in professional learning activities.
- Increased student participation in technology based teaching and learning activities.
- Greater use of digital technologies by teachers and students in the teaching and learning activities.
- Improved student learning outcomes and engagement through provision of a wider range of computer software.
- Improved assessment and reporting programs to enhance student outcomes.

**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 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: