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

In Term 4 of 2012, 375 students were enrolled at Berowra Public School; 176 boys and 199 girls. Our values and expectations of Respect, Responsibility and Personal Best are reinforced through our reward system and are complemented by the Positive Behaviour engaging Learning (PBeL) initiative that encourages students to grow and learn together. The wide variety of achievements of all students are recognised and applauded.

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

Significant programs and initiatives

The school prides itself on the number of exemplary programs and initiatives made available to the students and staff. Included in these are:

- Support Teacher Learning (STL) program and Reading Recovery
- Enrichment programs, including Science Spectra and streamed number groups Years 2 to 6 are also offered.
- Bands, Choirs and Dance Groups
- Whole school music program
- Student Leadership, including the Buddy Program, Peer Support and Student Parliament
- Interschool debating, information technology, environmental education and gymnastics
- Interschool Sporting Competitions
Student achievement in 2012

In the 2012 NAPLAN tests, Year 3 students did very well in Writing (80% in the top 2 bands), Grammar / Punctuation (69% of students in the top two bands), and Reading (63% in the top band). Year 5 students achieved sound growth in spelling (an average 80% growth) and did very well in Numeracy (an average 80% growth). Results for both groups in Numeracy were also an improvement on 2011 results (75% of Year 3 students achieving in the top three bands).

Messages

Principal’s message

It is with much pleasure I present the 2012 Annual School Report. 2012 has been another successful year with exceptional results across the curriculum and school life. These results are a reflection of the dedication and commitment of the staff, parents and local community working together to provide a wealth of opportunities for the children.

The school enjoys a strong reputation for providing an excellent education. The school continues to offer an academically focused curriculum, balanced by rich opportunities in sport, cultural activities and performances.

Teachers continue to provide their students with the knowledge and skills to become successful, confident learners and compassionate, thoughtful students.

The 2012 NAPLAN results in both Literacy and Numeracy were very strong, indicating improvements to students’ learning outcomes. K-2 are reading at levels far superior to state averages.

We were extremely proud of our students’ performance in sport this year at zone, area, state and national levels.

Opportunities for performance continue to strengthen with an expanded creative and performing arts program culminating in the MaDD Night (Music and Dance and Drama) in term 4.

The school has always received outstanding support from an active and committed community that works closely with the school to further enrich school programs and resources. A very successful Berowra Fair was held in term 4 and bought the entire community together for the benefit of the students. Significant funds were raised support our school.

The beginning of the Positive Behaviour engaging Learning (PBeL) philosophy for effective behaviour management began implementation also in term 4 of 2012.

The Annual Report provides a summary of our achievements in 2012 and gives a structure to communicate our priorities and the focus of our learning in 2013. Ongoing evaluation is an important feature of our school with a commitment and a desire for continual school improvement.

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
Principal
P & C message

The Berowra Public School 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.

During 2012, the BPS P&C Association, its sub-committees (Uniform, Canteen and Reference Group) and the School Support Group, assisted the school in a number of important ways.

In 2012, P&C worked with the teaching staff to restart the existing vegetable garden, broke ground on a much larger vegetable garden and started a ‘class parent’ initiative to assist with coordinating reading groups and social interactions between the school, students and families.

The P&C successfully met with local Member for Hornsby Matt Kean, Hornsby Shire and the RMS (RTA) to address the dangerous traffic conditions on Balaclava and Hillcrest Roads. Council and RMS are currently in the process of making changes to ensure student and parent safety around the school.

The P&C has been actively involved in making positive changes to the range of food and drinks offered by the school canteen, have undertaken garden and grounds maintenance days and have also assisted by giving monthly feedback and updates on the school website and in the fortnightly newsletter.

The year ended with the biggest fundraising event of the year, the 2012 BPS Fair which is run biannually. This was a highly successful day in terms of funds raised but most importantly it brought together the school parents and the local community who either assisted with the organization or participated on the day.

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 assist in learning and other classroom activities.

In 2013, School Support Group donated funds to increase the number of computers within the school.

The 2013 focus is to establish the larger vegetable garden with sufficient plots to allow each class to fulfill the ‘paddock to plate’ concept and embed the ‘class parent’ initiative.

We are also in the early stages of planning for the 2014 Fair and for the calendar of events for the remainder of 2013.

José Auditore
P&C President 2013
Susanne Compton and Ian Meadows
P&C Vice-Presidents 2013

Student representative’s message

In 2012, we had the privilege of being the school captains. It has been a great honour to represent our school in a number of events. This year has been a fantastic year for Year 6 as a group, with many great opportunities, such as: Student Parliament, Broken Bay Camp, Interschool debating, compering various festivals and events, combining with high schools in writing activities and workshops, Florimo Cup, child protection courses and Year 6 mini fete.

To kick start our year, we attended Leadership Camp as school captains and we learnt lots of helpful hints on how to be a great leader. Later in the term we represented the school at the local ANZAC ceremony and we started to really get the hang of our new leadership roles.

This year there have been many more leadership roles for Year 6, especially our new Student Parliament. Parliament has been a great success and we have ‘passed many motions’: having more mufti days, letting year 6 sit on chairs...
during assembly and parliament and sponsoring turtles in Taronga Zoo. Next year will have some environmental cleaning changes, such as litter police.

In Term 3 we had our first school Mini Olympics, to celebrate the 2012 London Olympics. We had many silly but fun activities such as rubber chicken shot put, frisbee discus and toy horse equestrian. The day after the Mini Olympics we had NAIDOC Day, where we learnt to throw boomerangs and speak some Aboriginal languages.

To top off an exciting year Stage 3 children went to Broken Bay Sport and Recreation Centre in Term 4. We were involved in many activities including archery, high ropes, beach activities and canoeing. We had a blast! It was a special time to bond with all the children we won’t be seeing next year when we’re at high school. The highlight of the camp was seeing Mrs Bower do a cartwheel, while teaching us some funky gymnastics.

We would like to thank our fellow prefects and vice captains, as well as our fellow students and teachers. We would also like to thank Mrs Bower who has helped us along our quest for knowledge.

We would like to wish the best of luck to the next year’s prefects, who are probably feeling very nervous, just as we were last year.

The one piece of advice we will give is to remember to grab every opportunity with both hands and enjoy every moment of next year during your ongoing search for knowledge.

Isobel Persson and Ben Braham
School Captains in 2012

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

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.4</td>
<td>97.1</td>
<td>95.5</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.5</td>
<td>96.1</td>
<td>95.6</td>
<td>96.8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.1</td>
<td>96.7</td>
<td>96.0</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.4</td>
<td>95.8</td>
<td>96.0</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.3</td>
<td>96.8</td>
<td>96.1</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.7</td>
<td>95.7</td>
<td>95.6</td>
<td>95.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.5</td>
<td>93.3</td>
<td>95.0</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.0</td>
<td>96.0</td>
<td>96.0</td>
<td>95.7</td>
<td>95.5</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 2012 Class Size Audit conducted in March 2012.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KBLUE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KRED</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KYELLOW</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2/3B</td>
<td>2</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>2/3B</td>
<td>3</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>3/4P</td>
<td>4</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>4E</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5C</td>
<td>4</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>4/5C</td>
<td>5</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6A</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Staff information

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

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>0.6</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>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>20.8</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 2012 a new classroom teacher was appointed to Berowra. Due to an assistant principal retiring and another one relieving at another school, we had two relieving assistant principals for the year.

Teacher qualifications

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

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

Date of financial summary 30/11/2012

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>49,673.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>188,865.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>65,264.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>153,116.27</td>
</tr>
<tr>
<td>Interest</td>
<td>3,501.63</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>43,657.96</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>504,078.80</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>36,972.56</td>
</tr>
<tr>
<td>Excursions</td>
<td>12,686.77</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>72,359.10</td>
</tr>
<tr>
<td>Library</td>
<td>8,893.86</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>10,819.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>48,468.10</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>60,266.19</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>60,555.35</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>23,180.19</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23,180.19</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>45,610.70</td>
</tr>
<tr>
<td>Capital programs</td>
<td>21,283.70</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>423,280.57</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>80,798.23</td>
</tr>
</tbody>
</table>

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

Creative and Performing Arts

Berowra Public School has continued to have a strong commitment to the creative and performing arts in 2012. There were many opportunities for our music, drama and dance groups to perform for the school and the public, extending their skills above and beyond what can normally be offered in the classroom.

Below is a list of the highlights:

- Our Senior Choir performed at the Sydney Opera House as part of a massed choir formed from schools across the Northern Sydney region.
- Both choirs, the recorder group, and both dance groups performed at the Hornsby District Music Festival.
- Our school again entered the Arts North Film Festival with Ben Braham’s film selected to be shown at the Festival.
- Both the junior and senior drama groups performed in the Arts North Festival of Drama at NIDA at Kensington.
- The school recorder group performed at the Opera House as part of the Festival of Instrumental Music.
- Our amazing dance groups 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 - Amped Up and Soundwaves at school and community events.
- We again produced what has now become an annual event – our Music, Dance and Drama Night (MADD Night) which 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 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 during school assemblies and other school events such as the Fete.

**Sport**

Students throughout the school participated in fun, challenging, varied and health promoting sport and fitness activities in 2012.

The school sports carnivals were a great success again this year. The swimming, cross-country, and athletics carnivals highlighted the high standard of competition in our school as several school records were broken across these carnivals. Participation and doing your best are promoted through the sports leaders, teachers and principal.

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. AFL was also offered in the winter interschool competition and Berowra fielded a junior and senior mixed team. Our PSSA Junior and Senior Soccer teams both made it to the Semi Finals.

Our Senior Soccer team were major premiers for 2012 after winning the grand final.

Students in Years 3-6 were offered expert tuition in tennis, gymnastics, softball, AFL and cricket. Other physical fitness activities included tabloid sports, Newcomb ball, Oztag, T-ball and soccer. We had Area representatives in swimming (1); Athletics (8) and Cross Country (5).

A significant number of students qualified to compete at the Hornsby Zone carnivals. Due to their fantastic results a number of these students also competed at the Sydney North Area carnivals.

Berowra was represented by numerous students at Hornsby Zone Trials including: rugby union, rugby league, soccer, AFL, netball and cricket. A number of students were selected to represent Hornsby Zone and attend the Sydney North Trials. One boy represented Sydney Nth in both Australian Football (soccer) and AFL. He was also awarded the Advocate Young Sporting Achiever’s Medal for 2012.
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

• 100% of Year 3 students, performed at or above the National Minimum Standard (NMS) in the aspects of spelling, writing and grammar and punctuation.
• In 2012 there has been a significant shift to bands 4, 5 and 6 in all aspects of Literacy. Student performance in grammar and punctuation, writing and spelling showed improved results where reading remained the same.
• Year 3 girls have improved by 24 scale scores from the 2011 data in the test aspect of Spelling.
• In writing our results showed a 5% increase children in the top bands for 2012. We did not have any children in band 1 for writing.
Writing – NAPLAN Year 3

- 100% of Year 3 students, performed at or above the National Minimum Standard (NMS)
- 65.7% of Year 3 students achieved bands 5 and 6 which is well above the state average of 36.4%.
- Year 3 boys are 40 scale scores above the state average in the test aspect of Numeracy
- 84% of Year 3 students achieved in the top three bands in 2012. The school average for 2008 to 2012 of Year 3 students in the top three bands was 77%. This shows a growth of 7% for 2012.

Numeracy – NAPLAN Year 3

- The Year 5 trend line for reading growth shows a downward slide. However it remains just above the state trend line.
- In Spelling for Year 5 the trend line has declined considerably indicating that this is an area of concern for this cohort of students.
- In writing for Year 5, 74% of students were in the top three bands, compared to 47% for the state.
In 2012, there has been a significant increase in the number of students achieving Band 6 in overall numeracy. This is the result of a shift up from Band 5 and some possible shift down from Band 8. There weren’t as many students in Band 8 in 2012.

- Of the 56 matched students, 40% made at least 2 bands growth.
- 27.9% of the Year 5 students were in the bottom 25% of State students’ growth, 60.5% of the school students were in the middle 50% of State students’ growth and 11.6% of the Year 5 students were in the top 25% of State students’ growth.
- 59% of our students were in the top three skill bands compared to 55% for the state.
Progress in reading
Average progress in Reading between Year 3 and 5

Progress in numeracy
Average progress in Numeracy between Year 3 and 5

Progress in spelling
Average progress in Spelling between Year 3 and 5

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 3 Achieving at or Above Minimum Standard (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Exempt Students Included)</td>
</tr>
<tr>
<td>Reading</td>
<td>98.4</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 5 Achieving at or Above Minimum Standard (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Exempt Students Included)</td>
</tr>
<tr>
<td>Reading</td>
<td>97.8</td>
</tr>
<tr>
<td>Writing</td>
<td>97.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.7</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education
No Aboriginal students were enrolled at Berowra Public School in 2012.

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 2012 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.

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.

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 2012, with 8 of these children successfully completing the program.

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 2013. 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, controlling the many strategies required to be effective readers and writers.
Progress on 2012 targets

Target 1

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

Our achievements include:

- 100% of Year 3 and 97.8% of Year 5 students were achieving at or above the minimum standard.
- 70% of Year 3 students achieved in the top two bands in the 2012 NAPLAN Reading Test with 0% in Band 1.
- 74% of Year 5 students achieved in the top three bands in the 2012 NAPLAN Reading Test with 2% in Band 1.
- 80% of Year 2 students reading at Level 30 or above at the end of 2012.
- The implementation of consistent programming and quality assessment practices for writing within stages of learning.
- The provision of quality teacher professional learning opportunities to all staff.
- Development of a whole school approach to writing with school based rubrics developed and implemented across the school.

Target 2

Continue to improve student outcomes in Numeracy, especially in fractions and decimals.

Our achievements include:

- 100% of Year 3 and 95.7% of Year 5 students at or above the minimum standard.
- NAPLAN results for fractions and decimals, the school percentage choosing this correct response was 10 or more above the State population percentage.
- 55.7% of Year 3 achieved in the top two bands and 24% of Year 5 achieved in top two bands in Numeracy.
- 21% of students in Year 5 achieved in the top two bands for Measurement, Data, Space and Geometry and 21% of students in the top two bands for Number, Patterns and Algebra.
- 64% of students in Year 3 achieved in the top two bands for Measurement, Data, Space and Geometry and 51% of students in the top two bands for Number, Patterns and Algebra.
- The average growth of Year 5 students in the NAPLAN Numeracy has decreased from 98.2 in 2011 to 79% in 2012.
- Kindergarten Best Start data indicated significant progress in numeracy skill development for kindergarten students.
- School data indicated significant progress in numeracy from implementation of school based rubrics, stage based programming and assessing and greater importance placed on open ended, authentic assessments rather than diagnostic tests.
- Staff continuing working towards outcomes based numeracy rubrics and commonality of outcomes staged based assessments.

Target 3

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

Our achievements include:

- Evaluation and implementation of whole school tracking system, designed to monitor student academic progress and welfare K to 6.
- Tracking of students on the numeracy and literacy continuums.
- Electronic programming for all staff and stages.
- Teachers displaying increased use of digital technologies in the teaching and learning activities.
- Improved electronic assessment and reporting to enhance student outcomes.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of school leadership and writing.

Leadership

Background

As part of the school self-evaluation cycle (SSE), schools are required to evaluate an area of ‘educational management’. In 2012, the SSE committee decided to evaluate ‘leadership’.

Findings and conclusions

Parent survey results:

There were 20 respondents to the survey. The results were overwhelmingly positive, with a very small number of respondents disagreeing with any statement. There were a few statements for which the response was ‘unsure’.

Comments:

- I would appreciate interviews after the semester reports. This gives better communication between parents and teacher.
- I am impressed with the work done on the new motto. It’s a very positive step to encourage the idea of lifelong learning.

Staff survey results:

The majority of staff (over 80%) offered positive responses.

Leaders being interested in and accountable for student learning and committed to school improvement scored particularly highly.

“I think we can see the direction the school is moving in and it is very positive”

Student Survey Results

The majority of the students felt the school leaders:

- Helped students do their best
- Valued their contributions
- Ensured everyone was treated fairly
- Encouraged and supported students in their learning
- Are open to new ideas
- The student parliament will help the school in deciding what it is aiming to achieve.

Some children made extra comments:

- I think that we should pick up more rubbish to help our environment stay clean
- Do more activities which parents can come in and help with
- Maybe the Year 6s can play soccer somewhere else, cause they play too much
- Do not give us a long lunch time and give us more school time
• Play leaders and parliament ministers are great
• I like it the way it is.

Future directions
Survey results indicate overall satisfaction with school leadership. There are some areas where we need to provide more information so the staff and school community understand some aspects of school leadership better. Communication between school and home needs to be a focus in 2013.

Writing
Effective teaching and learning of writing K-6

Background
Analysis of 2011 NAPLAN and school based data indicated that Berowra Public School was above stage average in all areas of Literacy, however, writing was not as strong as other strands. Strategies to improve student learning outcomes included a focus on writing strategies including grammar, punctuation and spelling. Strategies for differentiating the curriculum were also addressed.

Findings and conclusions
All staff set about reviewing the teaching and learning practices and subsequent student outcomes with a focus on all students K-6. Especially the Best Start Program and the literacy focus undertaken by the Kindergarten teachers and the teaching strategies used. This included looking at the following areas:

- The current writing scope and sequence and rubrics
- Teacher understanding of criteria based assessment for writing
- Current teaching practice in the modelled and explicit teaching of writing
- Teacher’s access to professional learning in the teaching and assessment of writing.

From the parent responses received:

- 80% of parents agree or strongly agree that the school has kept them informed about the teaching of writing
- 40% of parents do not have an understanding of the different genres used in writing
- 80% of parents agree or strongly agree that their child enjoys writing
- 95% of parents appreciate the term letter explaining what their child is will be taught during that term
- 25% of parents do not understand how writing is taught at the school

From the student responses received:

- 95% of students agree that it is important to learn how to write different text types in writing
- 98% of students agree that they enjoy writing in their Drop Everything and Write books daily
- 90% of students agree that their writing is improving and they are becoming more confident at writing
- 100% of students enjoy using computers to publish their writing.

Future directions
The development of a K-6 writing continuum and rubrics for all stages and for all types of texts to be developed in 2013
Continued support for teachers in their professional development in the explicit teaching of writing and criteria based assessment of writing and using rubrics for assessment.
The staff will review the impact of the above initiatives by analysing student data on writing levels each semester as well as NAPLAN results.
**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The student responses indicated that a hundred per cent of students felt either happy or “OK” when they were at school and that they belonged at the school. Most students were excited about learning and considered the teachers at the school cared about them and listened to them. The school could be made better by “children being kinder to each other in the playground”. As a consequence, teachers will focus on our PBeL expectations both in the classroom and in the playground, to ensure children are ‘kinder’ to each other.

Parents and students felt that the wide range of extracurricular programs such as sport, music, dance, band and debating that were offered provided excellent opportunities for all students. Parents indicated that the educational opportunities for students were enhanced due to the strong relationship between staff, parents and community members who readily support the school in many ways. They were satisfied with the school’s public image, academic performance and support for students.

Staff indicated they were satisfied with the school’s leadership and that the school was well managed and organised. They considered the school supported them in discipline matters, career development and teacher resource support. Most staff members considered their contribution to the school was valued.

**Professional learning**

We know that high quality; well trained teachers are the most significant influence on student success in education. We also know that teachers’ ability to deliver high quality teaching and learning programs for students is influenced by professional learning programs which focus on the needs of students within the school. Each year a comprehensive program of professional development is provided for all staff. The program involves weekly meetings as well as 5 full days and addresses the needs of individuals and the whole staff. The program is directly linked to the school management plan and target areas.

**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**

**Improved student performance in literacy**

2013 Targets to achieve this outcome include:

- Growth in literacy to reflect the current trend in Year 3 and align Year 5 with state averages
- Increase in percentage of students in the top band in Year 3 NAPLAN from 21% to 30% and in Year 5 from 28% to 50%.
- Increase in percentage of students demonstrating expected growth in writing from Year 3 to Year 5.
- Development and implementation of school based spelling program to support writing in all stages.

**Strategies to achieve these targets include:**

- Continued development of stage literacy programs, to ensure explicit teaching of literacy in all classrooms.
- Implementation of a data management system to track student progress.
- Provision of professional learning for all staff on the incorporation of literacy initiatives into programs and teaching practice.
- Increased usage and development of school based rubrics.
School priority 2
Outcome for 2012–2014
Improve student learning in numeracy

2013 Targets to achieve this outcome include:

- Improve student achievements in the number strand of mathematics
- Increase the percentage of students in the top two bands in Year 3 NAPLAN from 50% to 55% and in Year 5 from 25% to 35%.
- Increase in percentage of students, from 78% to 80% demonstrating expected growth in numeracy from Year 3 to Year 5.
- Increased usage and development of school based rubrics.

Strategies to achieve these targets include:

- Implementation of stage based numeracy programs and open ended assessment tasks
- Implementation of numeracy strategies is evident in programs, as are quality assessment and evaluation practices.
- Implementation of a rigorous continuum of learning numeracy in K-6.
- Professional learning for all staff to support effective teaching/learning strategies and ensure all mathematics programs utilise NAPLAN questions as a focus, and strategies are taught by teachers.

School priority 3
Outcome for 2012–2014
Improve student engagement and behaviour

2013 Targets to achieve this outcome include:

- Establish positive and negative systems for responding to student behaviour
- Develop systems of support to ensure school community understands and can fully implement the program.
- Support students through positive rewards system.
- Implement program through explicit teaching and peer group practice.

Strategies to achieve these targets include:

- Introduce the PBEL (Positive Behaviour Engaging Learners) through a whole school approach to school discipline and welfare.
- Introduce a consistent language style and values for students, staff and parents.
- Key expectations established and communicated to students, staff and parents.
- Revise our merit award system to reward positive behaviours in our school that reflect our key expectations.
- Staff participate in ongoing professional development and training for PBEL.
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.

Dianne Bower  Principal
Elizabeth Beckedahl  Assistant Principal
Glenn Pritchard  Assistant Principal
Elizabeth Sheldon  Performing Arts Coordinator and Reading Recovery
Jose Auditore  P&C President
Isobel Persson  School Captain
Ben Braham  School Captain

School contact information
Berowra Public School (School Code 1205)
Hillcrest Road, Berowra, NSW 2081
Ph: 9456 1319; Fax: 9456 3375
Email: berowra-p.school@det.nsw.edu.au
Web: www.berowra-p.schools.nsw.edu.au

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: