School context

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. Four effective parent bodies provide much needed support for the school in many ways - practical, financial and consultative.

Principal's message

2013 has continued to be a year of achievement, excellence and a variety of opportunities for students of Berowra. I am extremely proud of the passion, enthusiasm, commitment and professionalism of the staff, the support and participation of our parents, the friendly, happy, caring and eager students of Berowra Public School. The whole school community works as an engaged team to provide positive educational outcomes for all students.

Berowra Public School provides the highest quality education for all students, delivering an extensive curriculum focusing on developing skills in literacy, numeracy and technology. Highly qualified and dedicated teachers strive to bring out the best in every child through quality teaching and learning programs delivered in stimulating and supportive learning environments. Specialist support programs assist students experiencing difficulty with their learning; whilst experienced staff provide enrichment and extension for high achieving students. At Berowra we aim to meet the individual needs of all our students.

Throughout 2013 our school provided extensive opportunities for students to develop socially, culturally and physically. Our extensive music program continued to excel in their many performances. The Berowra dance program enabled our talented dancers to perform at local and regional dance/music festivals and even in the local shopping centre as part of a ‘flashmob’. Children also participated with enthusiasm in our choirs, debating, public speaking, bands and drama groups.

Our school's expectations of Respect, Responsibility and Personal Best continued to be reflected in our vision of, "Growing and Learning Together for life". This vision coupled with our proactive welfare and discipline programs, provided a safe and inclusive environment for students.

The school continues to grow rapidly current enrolment is 400 students and expectations are that the school will continue to increase in size over the next few years. The school is held in high regard in the local community.

During the year we were fortunate to employ: Mrs Sascha McIntyre, Learning and Support Teacher, Mrs Elizabeth Beckedahl, Assistant Principal, Mrs Skye Fenton and Mrs Jan Layson, classroom teachers.

My thanks and congratulations to the staff for their outstanding commitment to supporting our students and to the community for their ongoing support of the school, our staff and the students.

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
P & C message

The Berowra Public School P&C Association is a very active body, which meets on the third Wednesday of each month (during school term) at 7:30pm in the staff room. Meetings are short, positive and productive. Meeting dates appear in the calendar published on the school website and in The Crest.

During 2013, the P&C, its sub-committees (Canteen, Uniform, and Reference Group) and the School Support Group, assisted the school in many important ways.

P&C, together with parents and teaching staff continued to maintain and expand the existing vegetable garden which has been a great success with students and their parents who have benefited from fresh vegetables. The ‘class parent’ initiative was also invaluable in coordinating reading groups and social interactions between the school, students and families.

The P&C is actively involved in making positive changes to the range of food and drinks offered by the school canteen. This is an important initiative with long-term benefits for students and together with canteen management; we have taken a proactive approach in the range of healthy products available.

After meetings between P&C representatives, Hornsby Shire Council and State Member Matt Kean, changes were made in Balaclava and Hillcrest Roads to improve student and pedestrian safety. More needs to be done to improve access to the school and P&C will continue working on this issue with council.

Preparations are now under way for the 2014 School Fair which will be held on Saturday 8th of November. It is our biggest fund raising event and is held on alternate years to Wideview Public School. Proceeds from the previous fair went towards Electronic Whiteboards, reading recovery and the first Samsung tablets for students.

With the invaluable help of parents, teachers and students, P&C also co-ordinated other fund raising events including the Spring Bulbs, Bunnings BBQ’s, the Adidas Run and Fun-A-Thon. The BPS Trivia Night was also a huge success and we are in the advanced planning stages for this year’s event.

The School Support Group provides invaluable practical help to teachers and children. The group runs stalls for Mothers Day and Fathers Day, together with other activities including the regular school disco 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.

Berowra Public School P&C exists to assist school staff and teachers, for the benefit of our students and we welcome the contribution and participation of all parents.

José Auditore  P&C President
Kaye Power, Rebecca Walton P&C Vice Presidents

Student representative’s message

We would like to thank all the staff and students for giving us this privilege of being the school captains for 2013.

Berowra Public has been our second home for the past 7 years and its going to be very hard to say goodbye to all our wonderful friends and teachers.

As captains we have had many fantastic opportunities throughout this year - like attending a leadership camp, visiting NSW Parliament House, laying a wreath at the War Memorial and we compared the Hornsby District Music Festival.

Our journey stared in kindergarten in 2007. Kindergarten was the beginning of learning something new every day while making new friends all over the school. With infants teachers like Mrs Layson, Mrs Butler, Mrs Pickering and Mrs Sheldon we were never bored and had a lot of fun with our creative work.

Year 3 was the year of taking a big step into primary school. We had our first overnight camps, we had the opportunity to represent our school at PSSA sports and we also started public speaking which included debating and speaking competitions.

In year 5 we began to learn about becoming responsible leaders of our school. We experienced the excitement and anticipation of prefect nominations and the other leadership roles of parliament positions and sport captains.

This year has been a great year for year 6. We have had the chance to do many exciting things like going to Canberra, skiing and doing the year 6 mini fete to name a few.
Berowra Public school has so much to offer all its students. No matter what your interests are there is something for everyone whether your interests lie in sports, the arts or academic activities.

We would like to thank Mrs Bower for being such an enthusiastic and fun principal. Her involvement in the school has been amazing. Whether it be hurtling down a ski slope at 100km an hour at the stage 3 trip to Canberra, cheering on the PSSA sporting teams or being there to support the drama, dance group, choir and band to name a few.

We would also like to thank all the teachers and staff of Berowra Public for their dedication and support to us and our education throughout the years.

We would also like to congratulate the prefects elect for 2014. We are sure they are feeling just as nervous as we were last year before the big announcement of the captains/vice captains for next year.

Ella Thompson and Aaron Surace
School Captains in 2013

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

Student enrolment profile

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<thead>
<tr>
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Student attendance profile

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</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.
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>
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<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Learning and Support Teacher</td>
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<td>Primary Part Time/RFF Teacher</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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</table>

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

Berowra does not have any indigenous teachers or staff.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

- Date of financial summary: 30/11/2013
- Income
  - Balance brought forward: $80798.23
  - Global funds: $224926.21
  - Tied funds: $70848.62
  - School & community sources: $220930.07
  - Interest: $4177.23
  - Trust receipts: $49729.23
  - Canteen: $0.00
- Total income: $651409.59

Expenditure

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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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</table>
- Total expenditure: $512084.59

Balance carried forward: $139325.00

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

Berowra Public School provides opportunities for students to participate and excel in a variety of activities. These activities provide for cultural experiences and sporting activities.

CREATIVE AND PERFORMING ARTS

2013 saw Berowra Public School maintain its strong commitment to the creative and performing arts. 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.
- Our year 3 choir performed at Hornsby Shire Council’s ‘Children’s Voices for Reconciliation’.
- All choirs, the recorder group, and both dance groups performed at the Hornsby District Music Festival.
- Both the Junior and Senior drama groups performed in the Arts North Festival of Drama at NIDA in Kensington.
- The school recorder group performed at the Opera House as part of the Festival of Instrumental Music, including one of our students, Katrina Thorvaldson, being invited to perform a solo.
- Our amazing dance groups performed at the Sydney North Schools Dance Festival.
- A String Ensemble was formed and they treated the school with performances at assemblies and Open Day.
- There were several public performances by our rock band Amped Up both at school and in the community.
- 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, our Easter Hat Parade and Open Day.
- There were opportunities for our groups to perform at Education Week, Presentation Day, and other in-school special days.

Dance

In 2012 Berowra Public School initiated lessons in dance for all students as part of the RFF program. In 2013 the dance program continued with each class participating in ten dance lessons per year. These ten lessons take place within a term and are one hour in duration. Each lesson comprises of a warm-up and cool-down and focuses on one of the six elements of dance (action, dynamics, time, space, relationships and structure). Students explore this element through games and composition of their own group dances.

In the 2013 Stage 2 and 3 dance programs there has been a stronger focus on dance appreciation. Students viewed YouTube clips showing the Pilobolus Dance Company performing some of their Shadowland choreographic works. The students compared the clips by discussing how the dancers moved, which part of the dance was most exciting, how they created the mood of the piece, which was their favourite and so on. They also viewed performances by a group called The Silhouettes. The students were able to relate to this group as The Silhouettes is made up of a group of children aged 3-18. Watching these performances inspired the classes to explore the elements of dance and create their own short dance pieces to perform for their class.
Throughout the term, students learn a number of dance routines. At the end of the ten weeks, each class performs one of these dances for the whole school, teachers and parents. At the end of Term 2 this year we invited local preschools to watch some of the Kindergarten and Year 1 classes perform their dances at a Performing Arts Showcase which also included performances by the Senior Dance Groups, Junior and Senior Drama Groups and soloist instrumental performances. Many of these preschool students will take part in the dance program during 2014.

The students’ level of confidence in creating and performing dance has increased significantly over the two years since dance was introduced into the RFF program. Boys are eager to participate in dance lessons and are enjoying dance. This has been evident as the number of boys auditioning for the boys’ dance group has increased from 10 to 30 over the last three years. The number of girls auditioning for dance groups has doubled over the last three years. Due to the increased interest in dance as an extra-curricular activity, Berowra Public School began to offer places in two dance groups, a boys group and a girls group for 2012 and 2013. Both of these groups were selected to perform at the Sydney North Dance Festival for the last two years. During 2013 a Junior Dance group was also established. This group performed for local preschools and the whole school community at the MaDD night performance.

Dance will continue to be part of the RFF program for 2014.

Academic achievements

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Reading 66% of our students are in the top two bands compared to 43% for the state.
In Spelling 47% of our students are in the top two bands as is the state.

In Grammar and Punctuation 60% of our students are in the top two bands compared with 50% for the state.

In Writing 69% of our students are in the top two bands compared with 50% for the state.

NAPLAN Year 3 - Numeracy

In Numeracy 59% of our students are in the top two bands compared with 36% for the state.
NAPLAN Year 5

In Reading 53% of our students are in the top two bands compared with 43% for the state.

In Spelling 41% of our students are in the top two bands compared with 35% for the state.

In Grammar and Punctuation 48% of our students are in the top two bands compared with 38% for the state.

In Writing our students compared equally in the top two bands with the state at 20%.
NAPLAN Year 5 – Numeracy

In Numeracy 30% of our students were in the top two bands compared with 25% for the state.

The streamed (ability based) number groups from years 3 to 6 and various other groupings including support and enrichment across the school have been successful. These groups continue to provide a continuum of learning in mathematics which is delivered to suit the needs of all students.

Teaching staff have been trained and have implementing a rigorous student tracking system to plot student progress (PLAN).

NAPLAN style questions are now embedded into the teaching programs across the school and teachers.

Continued use of rubrics and the PLAN program has enhanced assessment procedures ensured a consistent approach to student assessment.

The teachers have spent professional learning time on the introduction to the new Mathematics Syllabus for the Australian curriculum. There is evidence of improved consistency of teaching through the collaborative approach to programming and resulting in enhanced staff expertise in differentiating the curriculum.

Other highlights in mathematics included the Maths Fun Day. The students worked with their buddy class through various hands-on problem solving maths activities. The fun day assisted to promote working mathematically and open end problem solving skills.

Other achievements

Numeracy in 2013

The overall student improvement in the number strand of mathematics is indicated by an increase above the goal, of students in the top two bands in Year 3 NAPLAN from 50% to 55%, achieving 57.7%. An increase above the goal of the top two bands in Year 5 NAPLAN from 25% to 35%, achieving 40.3% in these bands for 2013.

Significant programs and initiatives

Reading Recovery

Reading Recovery intervention was able to be offered to nine children in 2013, 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 2014, with a new staff member, Sally Till, commencing training in this role. 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.

Aboriginal education

Berowra Public School remains committed to enhancing students’ knowledge and understanding of Indigenous Australia. In 2013 Aboriginal Education was targeted using a whole school approach, whilst more explicit lessons were taught across the six key learning areas.

An Aboriginal music, dance and cultural performance for students K-6 celebrating National Aboriginal Islanders Day Observance Committee provided exposure to Aboriginal music, dance, stories and culture. The performance showed the importance of traditional Aboriginal culture and music and provided links to contemporary perspectives.

Learning Support at Berowra Public School

The staff at Berowra Public School proudly and successfully integrate and support a large proportion of identified (whether officially diagnosed or not) children with special needs. These special needs include such things as ASD, language disorders, behaviour disorders, anxiety, global development delay, learning disabilities and gifted and talentedness. Many of the staff at BPS have specialist training in these areas and although we have seen a dramatic decline in funding, the students are well catered for through accommodations and adjustments to the curriculum. The teachers and students are also supported by a school counsellor (one day per week), a Learning and Support Teacher (LaST) and 2 teacher’s aides. Some of the curriculum adjustments include Individual Learning Plans (ILP’s), small learning groups eg. number and literacy groups (targeting and supporting students with specific learning disabilities), multimedia studies (for gifted and talented students) and Reading Recovery (specifically targeting Year 1 students with reading difficulties). We have several children that share enrolment with other specialist schools, aiding transition and integration into the regular classroom.

Berowra Book Busters Reading Challenge

2013 saw the introduction of a carefully crafted reading scheme, specific to the needs of the students at Berowra Public School. As in most classrooms, worldwide, there will always be a proportion of children known as the ‘reluctant readers’. The Berowra Book Busters Reading Challenge was created to encourage a love of reading for leisure, pleasure and knowledge. Reading is acknowledged as essential if children are to navigate successfully through life.

Each class has a colourful giant reading challenge map for classroom display. As well, each student receives their very own avatar (Kindergarten tracks progress as a class), to plot their journey from start to finish, by gaining points for the books they have read. Along the way they rescue princesses, gain super strength, complete spy missions and many other such "challenges". There are three different classroom maps- Fairytale Rescues for K-2, Superheroes for years 3-4 and Spy Missions for years 5-6. The children receive progress certificates, a raffle ticket at each checkpoint and book prizes. The raffle tickets go in the draw to win an amazing e-reader at the end of each term!! So far, most children are involved in the challenge and it is inspiring them to read on a quest to gain points, certificates, raffle tickets, books and of course…the e-reader!
Positive Behaviour Engaged Learning

BPS has established and implemented positive and negative systems to support the school expectations. The clear signage across the school promotes the positive expectations. The program has delivered systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour.

The K-6 PBEL program has delivered ongoing explicit lessons towards positive social interaction and guided the students towards following the school expectations. Our students have learned better ways of behaving and they are taught the replacement behaviours.

School expectations have also been promoted during assemblies and via the newsletter. The students have been given specific, positive feedback. The ongoing collection of data has assisted to guide the staff toward areas of need and supported the correct student behaviour.

The PBEL program has supported the school discipline through various positive rewards systems including house points, weekly merit awards, merit certificates and presentation day.

The whole school approach has resulted in a more consistent delivery of discipline and welfare. The teachers and staff are well informed about student behavioural concerns and the correct procedures are reinforced during the weekly communication meetings. Student wellbeing has been set on the agenda for each staff meeting.

The learning support team have been efficient in following up on referrals to assist the behavioural elements and to enhance the learning for our students.

**RESPECT  RESPONSIBILITY  PERSONAL BEST**

Sport

Berowra Public School’s sports program focuses on promoting an active lifestyle for students of all sporting abilities by addressing fundamental movement skills, coordination and fitness.

Key features of this program were:

- Class based fitness, movement and gross motor skills taught three days a week.

- Fitness classes run before school on Tuesday mornings for Years 4-6 students. The program included running activities, ball skills, hand eye coordination activities, games and sports. The enrolment for this program was 38 students.

- Primary Schools Sports Association PSSA - Students in Years 3-6 enthusiastically participated in a wide range of PSSA team sports every Friday, including softball, cricket, league tag, netball, AFL and soccer. All teams demonstrated excellent skills, team work and sportsmanship on a weekly basis.

- School based sport incorporating skill and games sessions.

- Participation in a Hornsby Zone Indoor Soccer competition for students in Years 3-6

Senior Boys’ Soccer Team

Congratulations to the Senior Boys’ Soccer team who were beaten 1-0 in the final minute of extra time by overall champions Hornsby North in the semi-final of the PSSA competition. The determination and sportsmanship that the boys demonstrated all season was inspiring.

School Sports Carnivals

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.

Hornsby Zone, Sydney North and NSW Schools Representation

Berowra Public School was represented by numerous students at Hornsby Zone Soccer, Netball and Cricket Trials. Berowra was represented at the Sydney North Soccer Gala Day by 2 students.

Berowra Public School was well represented at Hornsby Zone Swimming, Cross Country and Athletics Carnivals. Special congratulations to Sam P who represented NSW Schools at the Nationals Cross Country Carnival in Tasmania. Sam was nominated for the Advocate’s Young Sport Achiever’s Award, to be presented in 2014.
Berowra Public School Funathon

In September Berowra Public School enjoyed a whole school ‘Funathon’. The students participated in activities including running, obstacle courses and throwing activities, all within a fun and relaxed environment. Thank you to the P&C for this initiative which helped raise over $6,000 for the school.

Premier’s Sporting Challenge

The students of Berowra Public School enthusiastically participated in the Premier’s Sporting Challenge for 10 weeks. The majority of the students were awarded Gold and Diamond Certificates.

School Garden

A patch of bare ground that was left after a demountable was removed became a hive of activity in 2013 as the site was transformed into a new vegetable garden area, with a bed for each class in the school. The project highlighted a school community working together to clear land, establish beds and to build a learning area within the garden.

The new garden is allowing learning across all curriculum areas as the students plant their seeds, care for them as they watch them grow and then harvest and enjoy the produce. Learning about nutrition and healthy eating habits has been one of the key aims of the garden project and sampling the produce has been a favourite activity for the students. A bountiful crop of tomatoes, cucumbers, zucchini, lettuce and even watermelon was enjoyed during the garden’s first season.

Involvement with Hornsby Shire Council’s “Ready, Set, Grow” program has provided teachers with training and helped to set up a composting program. Food scraps are seen as a resource for the garden rather than a waste for landfill.

There is a buzz of excitement as the students explore the garden, enjoying the outdoors and the sense of community that gardening brings.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

School planning 2012—2014: progress in 2013

School priority 1

*Improved student performance in literacy*

Outcomes from 2012–2014

- Growth in literacy to reflect and align 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.
Evidence of progress towards outcomes in 2013:

- Year 3 results in literacy indicate Berowra students achieved 16 scaled scores above the state for the top two bands with 0% of students falling into bands 1 and 2 as opposed to 8% in the state.
- Year 3 students achieved 15 scaled points higher than students in the Hornsby district in writing.
- Year 5 (Boys-20 students) have improved by 57 scale scores from the 2012 data in the test aspect of Grammar & Punctuation.
- 30% of Year 5 students achieved in the top two bands.
- Year 5 spelling results from 2012 to 2013 demonstrated a 14% increase in top 2 bands and for grammar and punctuation a 23% increase.
- Continued trend from 2012 to achieve higher than Hornsby district schools in writing.
- 75% of Year 5 students gained state minimum or above expected growth in writing.
- Introduction of school based spelling program into 3-6 classes has resulted in:-
  - 42.3% of Year 5 students achieving in the top two bands for spelling an increase of 14.1% from 2012.
  - A 13% increase in students achieving expected growth in Year 5 NAPLAN.
- individual diagnostic assessment of students.
- development of stage spelling programs.
- improved data management systems to track student progress.
- consistent and relevant professional development.
- regular evaluation of spelling programs and progress of student achievement.

Strategies to achieve these outcomes in 2014:

- Implementation and evaluation of school based writing program, incorporating specific teaching of texts aligned with the new English syllabus.
- Continued development and use of school based rubrics to assist with student assessment for and of learning.
- Implementation of student tracking systems using PLAN literacy continuums.
- Extend professional learning of all staff on program development and collaborative teaching practices.
- Collaboration with neighbouring primary and high school feeder schools as part of the Community of Schools program on the implementation and development of the new English syllabus requirements.
- Development and implementation of the K-6 Writing program and targeted spelling program including in built student assessment and program evaluation tools.

School priority 2

Improved student performance in numeracy

Outcomes from 2012–2014

- 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.

Evidence of progress towards outcomes in 2013:

- The overall student improvement in the number strand of mathematics is indicated by an increase above the goal, of students in the top two bands in Year 3 NAPLAN from 50% to 55%, achieving 57.7%.
- An increase above the goal of the top two bands in Year 5 NAPLAN from 25% to 35%, achieving 40.3% in these bands for 2013.
• Teaching staff have been trained and have implementing a rigorous student tracking system to plot student progress (PLAN).
• NAPLAN style questions are now embedded into the teaching programs across the school and teachers.
• the use of common assessment tasks and marking rubrics enhanced the inclusion of working mathematically strategies in number
• Kindergarten Best Start data indicated excellent progress in the numeracy skills of students

Strategies to achieve these outcomes in 2014:
• Development of stage based numeracy programs and open ended assessment tasks.
• Professional training towards program sharing on Program Builder and exposure to the national curriculum in numeracy.
• Plotting and tracking of the students on PLAN and delivering concepts according to the continuum of learning numeracy K-6.
• Programs will include NAPLAN questions, mathematical metalanguage as a focus and strategies are taught by teachers.
• Building professional links to our feeder high schools to support and enrichment student learning as per the numeracy continuum.
• Provision of enrichment/ support lessons towards a differentiated curriculum to meet individual needs.

School priority 3

Improve student engagement and behaviour

Outcomes from 2012–2014
• BPS has established and implemented positive and negative systems to support the school expectations.
• The clear signage across the school promotes the positive expectations.
• The program has delivered systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour.

Strategies to achieve these outcomes in 2014:
• Maintain and extend positive and negative systems for responding to student classroom behaviour.
• Communicate systems of support to ensure school community understands and can fully implement the PBEL program.
• Support students through a positive reward system.
• Continue PBEL program through consistent behaviour management and explicit teaching of school expectations. Monitor program regularly.

Professional learning

Berowra Public School has a strong culture of professional learning (TPL) amongst the staff which is evident in their effective teaching and work practices.

The school hosted weekly TPL sessions led by either the principal, executive staff or teacher specialists. Teachers also engaged in professional dialogue at weekly team meetings.

The development opportunities offered to staff directly supported and linked to our school targets or specifically focused on an individual area of need or interest.

During 2013 the staff actively and enthusiastically engaged in a wide variety of courses, workshops and information sessions.

Two kindergarten teachers were trained in the Best Start Gifted and Talented Kindergarten Resource Package.
The executive team was trained in the Learning and Support Teaching Leadership modules and Positive Behaviour engaging Learning; as well as the Assistant Principal Conference.

Some teachers attended Autism courses and three teachers attended the Positive Partnership Course.

A number of teachers attended the Introducing the Australian Curriculum K-6: Combined Primary Network Meeting which provided valuable preparation for planning in 2013.

All staff was updated in training related to CPR and anaphylaxis.

All K-2 teachers were trained in the TEN program attending a number of workshops and entering data on all students throughout the year.

Our school is part of the local Community of Schools comprising of the two local high schools, nine primary schools and one environmental field study school. Our teachers have been working closely with teachers from the other schools to implement the new curriculum.

The school continues to significantly invest in developing the quality and professionalism of its staff, over and above the state allocation of an average of $700 per teacher.

**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.

On average parents responded positively to the survey questions; with 100% feeling their children were happy and safe at school, 70% that they are proud of their school and 95% think Berowra Public School encourages students to do their best. The majority of parents believed Berowra to be an excellent school that is continually finding ways to improve what it does. 100% of parents were greatly appreciative and supportive of the temporary teachers who had achieved permanent placements at BPS during 2013.

All staff indicated high levels of satisfaction at Berowra Public School, valuing most the collegial and supportive environment that exists at the school. Staff felt the support given by the community contributed to the success of the school. Teachers valued the support from colleagues, the ability to work collaboratively and the expertise and commitment of staff.

Students expressed high levels of satisfaction with the school. Results indicate the majority of students enjoy coming to school, get along well with other students and feel safe in the playground. They enjoy and value their learning, feel their teachers help them learn and are confident about their learning.

Only 70% of all groups, parents, staff and students felt that school leaders have a positive influence on the school culture.

**Program evaluations**

**Background**

Along with literacy, mathematics remains a core focus of the school and an integral part of the current three-year plan. The school’s mathematics committee has worked hard during the year to plan school priorities, embed the Quality Teaching Framework in programming, collect and distribute curriculum information, develop expert knowledge, manage resources and to provide effective stage representation from Kindergarten to Year 6.

**Findings and conclusions**

In term 4, students, staff and parents were surveyed to ascertain their thoughts related to the teaching of mathematics at Berowra PS. The findings are listed below:

**Staff**

There were 10 staff replies to the survey. 70% of staff reported that they rarely use photocopied worksheets when teaching maths. 80% of teachers agreed with ability groups for maths but 60% also stated that it restricts the timetable. Kindergarten, year 1 and year 2 teachers stated that the TEN program was very effective and they noticed an improvement in the mental computation skills of their students. The staff felt they could use the Mathematics Learning Continuum and assessment date to plan effective differentiated teaching and learning programs. The majority of teachers felt that the mathematics rubrics used at BPS ensures that all students are learning at their own level and teachers then know exactly where each student’s learning is on the continuum.

**Students**

There were 254 responses from year 1 to year 6 students. 92% of the students agreed that they
had improved in maths this year. 98% reported that they do not enjoy using photocopied sheets of work for maths. 82% of students strongly agreed that their teacher makes maths interesting and enjoyable.

When asked about their favourite maths activity some responses were:

‘I like doing subtraction and fractions and position like doing it on maps’

‘Division because I have come very far in it this year. I also really like BODMAS because it is fun and interesting and I like learning new things.‘

“My favourite maths activity is number groups”

“I like times tables now because of grids”

“I can now understand fractions because of our after school maths lessons”

“Nothing – I don’t like maths!”

Parents:

There were 33 responses from the parents to the survey. 100% of parents who replied agreed that the relevance of the content of school maths today is very important. 70% of the parents feel their children are confident in maths while 20% felt their children could do better with additional help. 40% of parents surveyed would like to have parent information sessions to assist parents with their understanding of the mathematics syllabus and its content; 33% would like to have items published on the school website and in the fortnightly newsletter. 75% of all parents surveyed would like more regular feedback on their child’s progress in maths. Many parents (of children in years 4-6) commented on the after school math’s classes – they felt these were extremely beneficial and hope they will continue in 2014.

Future directions

In 2014 the BPS staff will be working with the other five local schools to implement both the new national English and Mathematics Syllabus. This will include working across schools and collaborating with teachers in the same stage/grade. This will also include specific parent information sessions related to the teaching of the new syllabus. Staff will continue to develop their professional skills in the differentiation of the teaching of mathematics through professional learning and plotting the children’s learning on the Mathematics Learning Continuum.

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 Co ordinator
Deb Pickering Learning and Support Team Co ordinator
Marilyn Bolger Classroom Teacher
Kelly Lukic Dance Teacher
Taran Jones Classroom Teacher
Rosemary Cacitti Classroom Teacher
Jose Auditore P&C President
Aaron Surace School Captain
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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:


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