Berowra Public School
Annual School Report 2014

Respect, Responsibility, Personal Best
School context statement

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

This has again been another highly successful year for our school.

Our school enjoys a well-deserved reputation as a community school with an outstanding range of curricula and extra curricula activities that meet the learning and social needs of the individual student. The school delivers quality education in a caring environment. The school’s expectations of Respect, Responsibility and Personal Best underpin our positive and caring approach to 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 2014 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. 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.
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.

Di Bower

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

![Enrolments graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>95.5</td>
<td>95.9</td>
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Class Sizes

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<th>Year</th>
<th>Total in class</th>
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</tr>
<tr>
<td>K RED</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1A</td>
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</tr>
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<tr>
<td>3/4B</td>
<td>3</td>
<td>16</td>
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<td>5W</td>
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<td>5/6J</td>
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<td>6B</td>
<td>6</td>
<td>29</td>
<td>29</td>
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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

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<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</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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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
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</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
Berowra Public School is fortunate to have a staff member from an indigenous background.

**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>
<tr>
<td>Degree or Diploma</td>
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</tr>
<tr>
<td>Postgraduate</td>
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**Professional learning and teacher accreditation**

In 2014, staff participated in a range of professional learning opportunities addressing the needs of individuals, small groups and whole staff. Fortnightly afternoon staff meetings, five school development days, fortnightly stage/grade meetings, numerous external courses occurring both during school hours and outside school time, and collegial sharing and support facilitated quality professional learning.

Enhancing teaching practices in numeracy and literacy remained a significant focus in 2014. Two half day school development days were set around the new English and Mathematics Curriculums as well as several afternoon staff professional learning meetings. This has allowed for the smooth transition to the Australian Curriculum in English and for teacher confidence in embracing the Australian Mathematics Curriculum.

One teacher attained her Graduate Certificate in Teaching Asian Literacy and attended the two-day Curriculum Driving Course, in her role of Curriculum Driver for our Community of Schools. Teachers also engaged in sport training, ‘Ready, Steady, Grow’, Dyslexia, Advanced Composting, Hornsby Environmental Network, Boys Education; and Adobe Connect sessions on the new History and Science Curriculums.

Professional learning in innovative student wellbeing and student management techniques was also a school focus in 2014. Teachers were updated in PBEl Wellbeing, Classroom behaviour-Beyond Management and three teachers became Circle Solutions facilitators.

Other focus areas for professional learning included leadership development of school leaders and aspiring leaders in the use of the new Strategic Management Plan and further training in the use of the Learning Management and Business Reforms (LMBR) technological initiatives. Administrative staff was also involved in whole school professional learning activities and intensive training in LMBR technologies. Compliance training, in areas such as child protection, anaphylaxis, asthma awareness and cardiopulmonary resuscitation, was also held.

**Beginning Teachers**

In 2014 Berowra Public School had three beginning teachers. The Department of Education allocated and funded additional time for professional learning for these beginning teachers. Professional learning undertaken by teachers improves their individual professional practice. Together these teachers used this time to work with a mentor to reflect on, receive feedback and improve their teaching.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 35243.14   |
| Excursions                 | 63133.17   |
| Extracurricular dissections| 72566.83   |
| Library                    | 7379.51    |
| Training & development     | 15149.12   |
| Tied funds                 | 117143.11  |
| Casual relief teachers     | 79581.11   |
| Administration & office    | 78276.53   |
| School-operated canteen    | 0.00       |
| Utilities                  | 39539.06   |
| Maintenance                | 17179.82   |
| Trust accounts             | 129553.69  |
| Capital programs           | 33698.80   |
| **Total expenditure**      | 688443.89  |
| **Balance carried forward**| 202477.78  |

The balance of $ 202477.78 carried forward includes money held in trust and tied accounts as
well as unpaid orders and invoices. Provision for asset replacement is part of these funds. A full copy of the school’s 2014 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 2014

Creative and Performing Arts

2014 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 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 T, 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.

There were several public performances by our rock band Amped Up both at school and in the community.

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

Berowra Public School has incorporated dance lessons for all K-6 students into our weekly RFF program since 2012. Each class participates in ten dance lessons per year. These ten lessons take place within a term and are one hour in duration. Students explore the elements of dance through games and composition of their own dances. Each class eagerly awaits their end of term performance for the school community. Dance will continue to be part of the RFF program for all students in 2015.

Talented dance students are given the opportunity to be a part of one of two dance groups within our school. The Girls’ Dance Group consists of 24 students selected from Years 4, 5 and 6. They are a talented group of performers who were chosen to be part of the group after a lengthy audition process. Boys continue to demonstrate a keen interest in dance with 15 boys being selected from Years 4, 5 and 6 for the Boys’ Dance Group. The boys were selected to perform ‘Get’cha Head in the Game’ from High School Musical at the 2014 Sydney North Dance Festival. The girls’ group were also selected, and performed ‘Inspector Gadget’.
Our dancers represented the school at the following regional and state events.

- Sydney North Dance Festival – 39 participants
- State Dance Workshops Years 2-4 – 6 participants
- State Junior Dance Workshops – 3 participants
- Sydney North Year 5 and 6 Dance Workshops – 3 participants
- Hornsby District Music Festival – 39 participants

Our dancers also performed a flash mob for our local community at our school fair representing our school and public education with purpose, enthusiasm and exemplary behaviour.

**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. The school encourages an all-inclusive policy where equal opportunities are provided to all students.

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.
- After school aerobics on Thursday afternoons in which 30 students would complete a gruelling yet highly enjoyable 45min aerobics/step workout.
- 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.
- Representation in the newly formed Berowra Community of Schools Cup in which students from Berowra Public School, Wideview Public School, St Bernards Catholic School and Berowra Christian School would compete in senior and junior soccer and netball throughout term 2.
- School based sport, including tennis and gymnastics incorporating skill and games sessions.
- Participation in a Hornsby Zone Indoor Soccer competition for students in Years 3-6
- Large representation of students in the Hornsby League Tag Gala with our Junior Girls team qualifying for the Sydney North Gala Day.
- First school in Sydney North to hold their own Colour Run event in which all students from K-6 were showered in coloured powder as they participated in sports activities and helped raise money for Juvenile Diabetes.
- 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.

**Junior Boys’ Soccer Team**

Congratulations to the Junior Boys’ Soccer team who finished the season equal first with Hornsby North, but were unable to play the final due to poor weather.

**Junior Girls’ Netball Team**

Congratulations to the Junior Girls’ Netball team who finished the season second but were unable to play the final due to poor weather.
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.

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)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

In Reading 68% of our students are in the top two bands compared to 46% for the state.

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Bands 2014</th>
<th>State DEC % in Bands 2014</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>6</td>
<td>68%</td>
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</table>

In Spelling 68% of our students are in the top two bands compared to 48% for the state.
In Grammar and Punctuation 62% of our students are in the top two bands compared to 50% for the state.

NAPLAN Year 3 - Numeracy

In Numeracy 59% of our students are in the top two bands compared to 39% for the state.

In Writing 61% of our students are in the top two bands compared to 34% for the state.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Reading 34% of our students are in the top two bands compared to 32% for the state.
In Spelling 38% of our students are in the top two bands compared to 41% for the state.

In Grammar and Punctuation 58% of our students are in the top two bands compared to 41% for the state.

In Writing 15% of our students are in the top two bands compared to 15% for the state.

NAPLAN Year 5 Numeracy
In Numeracy 50% of our students are in the top two bands compared to 27% for the state.
### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
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<td>Reading</td>
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<tr>
<td>Writing</td>
<td>97.6</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

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<td>Reading</td>
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<td>Writing</td>
<td>96.8</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>98.4</td>
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### Significant programs and initiatives – Policy and equity funding

The Department of Education and Communities began a change to the distribution of funds on a needs basis. This was determined in part by the makeup of our student community and parent background. These funds were used in the following ways to support our students.

### Aboriginal Education at Berowra Public School

2014 saw an emergence of a new era in Aboriginal Education at Berowra Public School. Under the Aboriginal Education and Training Policy, the DEC mandated that all staff would participate in mandatory Aboriginal cultural education through professional learning and career development experiences. In line with the policy, where the NSW AECG Inc. and Aboriginal communities are to be identified and engaged as partners in Aboriginal education and training, all staff from the Keerawall group of schools participated in professional development at Gibberagong (Bobbin Head, Ku-ring-gai National Park) in term 4, 2013, where an exciting day full of authentic, culturally relevant, Aboriginal educational activities were led by several captivating Aboriginal colleagues such as ‘Uncle Les’ and Dave Lardner (NSW AECG). Following on from that, in term 4, 2014, again the Keerawall group of schools attended another exciting day of professional development at Gibberagong Education Centre.

This venue provides a culturally relevant backdrop for professional development for several reasons. Ku-ring-gai National Park offers a plethora of rich, Aboriginal heritage sites such as rock carvings and middens. Gibberagong Education Centre, situated at Bobbin Head is the backdrop of several of our school excursion opportunities where students can experience education whilst on day trips and overnight excursions. The professional development instilled in all staff the importance and relevance of not only authentic Aboriginal education, but the opportunities that exist within our northern Sydney region in terms of people and natural resources. Following are just a few of the authentic Aboriginal educational experiences that students at Berowra Public School have been involved in as a result of this;

### Early Stage 1 – Teddy Bear’s Picnic

Kindergarten attended the Teddy Bear’s Picnic held at Gibberagong. This is an environmental program that informs children about the needs of living things – PAWS – plants, air, water and shelter through a teddy bear story book and theme. The children are made aware of the impact that humans have on the animal’s environments affecting their needs. The children engage in a sensory, discovery trail of the native
flora in the region, feeling and smelling the plants, looking at the colours and textures in the leaves and barks. They learn about how the region was home to Aboriginal people and how they cared and used the natural resources in the area and how they had a special connection with the land.

Stage 1 – Year 2 Big Mob Experience

On Wednesday 25th June, 2014, students and staff from Year 2 participated in a groundbreaking excursion for Berowra Public School and Aboriginal education. Working collaboratively with Adam Cryer (Aboriginal Child Youth & Family – Community Facilitator / Community Services / Hornsby Shire Council), the Year 2 teachers planned a day of authentic, culturally and historically relevant Aboriginal education experiences. These experiences included involvement in ‘mens’ and ‘womens’ business where the students learnt about, through role play, the importance of, and the passing on, of information and culture within the clan, such as hunting, child rearing and education of children. The day was made all the richer by having the support and involvement of Sue Pinckham (Aunty Sue), who is a Biripi elder and nominated last year for woman of the year, and Simon Jovanovic who is a Yuin man. We participated in a bush walk where we observed sites of Aboriginal cultural and heritage significance. The highlight of the day was sitting in the rainforest, surrounded by moss covered, dripping rocks, the silence of the forest and students, whilst listening to Adam tell a creation story of ‘The Rainbow Serpent’.

Stage 2 – Gibberagong – Overnight Excursion

Stage 2 (Years 3 and 4) children enjoyed an overnight camp at Gibberagong EEC, located at Bobbin Head. This camp gave the students the opportunity to appreciate Aboriginal culture through interactions with the environment. The students explored the Kuring-gai National Park through bushwalking, canoeing, finding native flora and fauna. During their two days the students made environmental movies and how scientists study the bush.

Year 3 – Aboriginal Education

In Term 1, Year 3 looked at cultural identity. They did a variety of activities on kinship and the roles and responsibilities in groups. They then made a papier maché cave and painted hand prints to identify their mob and discussed what their roles and responsibilities were in that mob. They also did a unit on space where they investigated shadows and how they moved. Adam Cryer talked about how that information was used to guide migratory movements for Aboriginal
groups and why that movement was important for environmental sustainability.

**Whole School – NAIDOC Celebrations**

Monday 28th July saw Berowra Public School participate in NAIDOC Week, where the history, culture and achievements of Aboriginal and Torres Strait Island peoples and communities are celebrated nationally. The celebrations opened with a whole school assembly, beginning with ‘Welcome to Country’ by Dave Lardner. The hall was full of culturally significant decorations including artwork and coloured balloons, students were dressed in Aboriginal inspired, coloured clothing and the atmosphere was electric. The assembly was comprised of K-6 students performing dance, drama, informative speeches and story tellings that showcased the culturally rich and authentic Aboriginal education being experienced at Berowra Public School. Following the assembly, students participated in a day of ‘workshops’ where they rotated through exciting activities such as boomerang throwing, Aboriginal storytelling through symbols, boomerang painting, giant rainbow serpent painting, sustainability of rubbish in relation to Aboriginal life in the bush, Dreamtime storytelling, kinship and a giant mural. The day was very gratefully supported and made all the richer by Dave Lardner, Adam Cryer and several other people from the Aboriginal community.

**NAIDOC Garden**

As part of the NAIDOC celebrations for 2014, a trusty band of committed parent and student gardeners gave up a day to clear, prepare and plant our NAIDOC garden. This garden has been designed as a quiet ‘yarning’ area for children to use in the mornings, prior to school. The plants, which have been chosen as indigenous to this area, are still establishing themselves and we will be opening the garden for use on NAIDOC Day, 2015.

**Berowra Book Busters Reading Challenge**

2014 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 had a colourful giant reading challenge map for classroom display. As well, each student received their very own avatar (Kindergarten tracked progress as a class), to plot their journey from start to finish, by gaining points for the books they had read. Along the way they rescued princesses, gained super strength, completed spy missions and many other "challenges". There were three different classroom maps - Fairytale Rescues for K-2, Superheroes for years 3-4 and Spy Missions for years 5-6. The children received progress certificates, a raffle ticket at each checkpoint and book prizes. The raffle tickets went in the draw to win an e-reader at the end of each term!! Most children were involved in the challenge, inspiring them to read, on a quest to gain points, certificates, raffle tickets, books and of course... e-reader!

"A book is a dream that you hold in your hand".

One of the Berowra PS targets is ‘to further improve and develop writing’. In order to do this staff were introduced to a whole school writing program called ‘Big Writing’. ‘Big Writing’ is a teaching approach created in 2004 by Ros Wilson, who introduced a new teaching methodology for raising standards in writing rapidly and effectively. The method is based on fast, fun and lively teaching and learning and it gives students confidence and the understanding to develop control of a higher level writing voice, language and punctuation used in their writing. ‘Big Writing’ is highly effective for students from kindergarten all the way through to high school, and has an immediate impact on writing achievements. It:

- increases motivation
- engages children in talking to improve writing
- stimulates creativity
- supports talk about the mechanics of the written word
- makes writing fun!

School Garden

2014 was another year of successful gardening at Berowra Public School. Two more teachers were trained, and steps were made towards making the vegetable garden a more sustainable venture when Kindergarten hosted two market days to sell garden produce. New seeds and seedlings were purchased with the profits. A grant from Live Life Well enabled two water tanks to be connected to the vegetable garden, which was another step towards the goal of sustainability.

All stages were engaged in activities to plant, harvest and use the produce from their class plots. Stage Two used a variety of vegetables to make dishes for a cooking show, which the students scripted and videoed as part of a literary unit.

The whole school composting program continued to progress well. A food waste audit that was carried out as a NAIDOC activity, in co-ordination with the Gibberagong Education Centre, highlighted the program’s success.

2014 concluded the school’s three year training with Hornsby Council’s Ready, Steady, Grow program. We have benefitted greatly from the
program and have started a small orchard with the fruit trees that we were awarded for achieving our targets.

Multicultural education

Multicultural education is integrated throughout the school via units of study in HSIE and other KLAs. A trained Anti-Racism contact officer monitors the school environment to ensure cultural diversity is respected by all.

The School encourages cultural diversity within an atmosphere of unity by participating in various whole school activities such as Harmony Day.

Reading Recovery

Reading Recovery intervention was able to be offered to nine children in 2014, 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.

Student Wellbeing

2014 saw a major focus on moving student welfare into an integrated, overall system of student wellbeing. Within this system are a number of sub-systems focused on developing whole school, staff, school-community and student wellbeing.

PBeL

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 well-being 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.

The (Positive Behaviour Engaging Learners (PBEL) program continues to be a major part of school life at Berowra PS. The philosophy of this program aims to improve outcomes for all students by creating sustainable school-wide, classroom and individual systems of support that acknowledge the link between positive behaviour and enhanced learning environments.

PBEL provides students and staff at Berowra PS with a positive and proactive system for defining, teaching and supporting appropriate student behaviours.

Three core behavioural expectations are taught to all students through formal and informal social skills instruction. These expectations are applied across all areas of the school. They are; RESPECT, RESPONSIBILITY and PERSONAL BEST. In understanding what these expectations are, how they apply to all areas of the school, and the clear consequences of not following these expectations, students gradually learn to regulate their own behaviours. In order to reinforce positive behaviours, students are rewarded regularly and acknowledged through the school merit systems and assemblies. Our Reward System rewards students with ‘Gotchas’ and certificates for displaying the three expectations (respect, responsibility and personal best).

Students, who display inappropriate behaviour, are given time to discuss this behaviour and reflect on their behaviour. A clear flowchart exists to enable students to understand the appropriate consequences of their behaviour.

PBEL increases student engagement and learning by increasing ‘on-task’ behaviours and decreasing distractions in the learning environment. The result at Berowra PS is a positive school environment in which student academic and social outcomes are improved through increased teaching time and consistent expectations of behaviour.

Staff at Berowra PS will continue to be assisted throughout the process so that they can intervene effectively to manage behaviours in non-classroom environments and the classroom settings. Data is collected and analysed regularly so that system changes can be made when necessary.

PBEL at Berowra PS assists our staff in the delivery of the highest quality learning programs and improving academic and behavioural learning outcomes for all students.
Learning Support

The Northern Sydney regional priority is to foster and lead differentiated learning, and is critical for all students including those with disabilities, learning difficulties and challenging behaviours.

The Learning Support Team is an effective group of school leaders at Berowra PS, that play a vital role in supporting both students and teachers and provides guidance, support and access to appropriate student support and professional learning.

In 2014, the learning support team at Berowra PS focused on addressing the learning needs of students by ensuring that collaborative planning and programming occurred, that effective implementation strategies were in place, that available and appropriate school resources were being utilised, and that monitoring, assessment and reporting strategies were agreed upon. This resulted in efficient, collaborative discussions and support about student referrals concerned with either student learning, behaviour or family issues that impacted on learning outcomes.

Part of the learning support system at Berowra PS includes the employment of a Learning and Support Teacher (LaST) for three days per week. Mrs McIntyre (LaST) is involved in collaborative identification, programming, classroom and support systems for identified students with learning difficulties/disabilities. Further to this support, we are also able to employ two School Learning Support Officers (SLSOs) on a part time basis, Mrs Steele and Mrs Duffield.

Berowra PS continues to have the services of a school counsellor, Mr Greg Field, one day per week. The school counsellor is an integral part of Berowra PS’s Learning Support Team and works closely with students, parents and teachers. He provides valuable support for students and further strengthens the student wellbeing of Berowra PS by providing counselling and psychological assessment of students.

In 2014, four staff members from Berowra PS attended training in CIRCLE SOLUTIONS. CIRCLE SOLUTIONS is a way of building HEALTHY RELATIONSHIPS, RESILIENCE and RESPONSIBILITY in children and young people. It links perfectly with the PBel system and promotes a positive environment for learning and underpins school and student wellbeing. All staff at Berowra PS will be trained in CIRCLE SOLUTIONS, early 2014.
School planning and evaluation
2012—2014

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

- Staff meetings and surveys
- Summative and formative student assessment and student surveys
- Parent surveys

School planning 2012-2014:
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 2014:

- 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.
- Professional learning opportunities will be provided to staff through stage meetings and workshops in:
  - Analysing Writing texts
  - Explicit systematic teaching of writing
  - Explicit systematic teaching of grammar and punctuation.

- Explicit systematic teaching of spelling.
- A planned, explicit and structured approach to the teaching of writing will be implemented across the school.

Strategies to achieve these outcomes in 2014:

- Commonality in school programming and development of teaching, learning and assessment materials.
- Development of a Writing Scope and Sequence incorporating planned assessment tasks.
- Explicit teaching (QTF) of identified texts and analysis of set pre and post work samples
- CTJ for assessment of student work samples, using both school based rubrics and ARC website.
- Implement a consistent approach to spelling K-6 with a focus on rules and strategies

School priority 2
Improved student performance in numeracy

Outcomes from 2012–2014

- Improve student achievement through quality teaching and learning in the areas of measurement and space. Professional development in the new Australian curriculum and NSW Maths syllabus documents.
- To improve student performance in numeracy with a focus on high order thinking activities in all strands of mathematics.

Evidence of progress towards outcomes in 2014:

- Improved student achievements in the number strand of mathematics. No students in band 1 for numeracy NAPLAN year3, a significant jump in numeracy of
10.6% from band 5 to band 6 from 2013 to 2014.

- Significant improvement from 407 points to 448.7 points for the year 5 boys numeracy trend.
- Focus on explicit teaching of problem solving, fractions, decimals and percentages which are embedded into the teaching programs across the school.
- Increase the percentage of students in the top two bands in Year 3 NAPLAN from 55% to 60% and Year 5 from 40% to 45%.
- Increase the percentage of students, from 75% to 78% demonstrating expected growth in numeracy from Year 3 to Year 5.
- Plotting all students on the Numeracy continuum and implementing quality teaching to ensure students’ progress successfully along the Numeracy Continuum.
- Increased usage of school based rubrics and student assessment data collection.

Strategies to achieve these outcomes in 2014

- analysis of the 2013 NAPLAN results as well as school data to identify specific areas of need to guide whole school planning;
- the implementation and trialing of the new NSW Mathematics Syllabus and the provision of necessary professional learning to ensure a smooth transition for staff and students
- Staff collaboratively design quality teaching programs and both students and staff to reflect on their achievements in numeracy.
- Quality teaching and learning practices across the school, demonstrated through differentiated numeracy lessons and assessments with the continuation of a planned, explicit and structured approach to the teaching of mathematics across the school
- Provision of enrichment, streamed and support lessons to ensure a differentiated curriculum to meet individual needs.

- Plotting of students on the Numeracy Continuum to identify individual student goals and achievements.

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.

Evidence of progress towards outcomes in 2014:

- Students give a weekly message at assembly to communicate the PBEL message and focus for that week.
- A school audit of students indicated a strong understanding of the PBEL expectations by the students.
- Decrease in negative behaviour by students both in the playground and in the classrooms.
• Introduction of the “Gum Leaf Gotchas”, a reward system for positive behaviour.

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**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Students**

Overall, students indicated that the school was a friendly place to come to each day. 95% of student responses indicated that the teachers care about them and are friendly and supportive. Most students commented that the school offers many opportunities in sport, drama, dance and music. Many students commented that they loved the out of school activities that BPS offers: before and after school fitness/aerobics and maths classes. Many commented on the Berowra Book Busters as a great incentive to make reading enjoyable.

All student responses indicated that they would recommend the school to others. They described the many opportunities available as a major drawcard. Other positive responses were made regarding the friendliness of staff, the fact that the teachers ‘choose interesting topics’ and that ‘we have fun while we learn’.

Some students made positive comments on the great community and that they have ‘awesome’ friends. The boys’ toilets and lack of up to date technology continues to be an area of concern for the students.

**Parents and Caregivers**

The majority of parent responses saw that the school’s greatest strengths were the inclusivity of all students, the dedication and quality of the staff (skilled, dedicated, enthusiastic, hard-working) and an increased sense of community spirit. Parents indicated that the teachers were our greatest strength, followed very closely by the openness and communication. “The management of whole school discipline, bullying and the general good safe vibe”

Parent responses around areas for improvement included the need for better home school communication through newsletter and electronic media, Maintaining a focus on academic achievement and ongoing Professional Learning for staff.
Staff
The strongest theme to emerge from staff responses was the inclusive and safe culture of the school. Staff recognised that all children are able to participate in school activities and events. Students are treated as individuals and valued for who they are.
An increase in shared decision making was noted by some staff who also felt that this has resulted in a sense of shared direction. All staff feel working in stages has improved student outcomes and the cohesion of these teams.
Most staff recognise a need to continue to work on student academic achievement and behaviour.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

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
Sally Till Assistant Principal Reading Recovery
Elizabeth Sheldon Performing Arts Co ordinator
Deb Pickering Learning and Support Team Co ordinator
Marilyn Bolger Classroom Teacher
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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: