

Tuggerah Lakes Secondary College Berkeley Vale Campus

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Tuggerah Lakes Secondary College Berkeley Vale Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Noel Heaps

Principal

School contact details

Tuggerah Lakes Secondary College Berkeley Vale Campus

Berkeley Rd

Berkeley Vale, 2261

www.berkeleyva-h.schools.nsw.edu.au

berkeleyva-h.School@det.nsw.edu.au

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Message from the Principal

Berkeley Vale Campus had a very successful year in 2016 with many outstanding achievements by students, including those in the academic, cultural and sporting areas. Some information on these successes is included in this Annual Report, however, much more detail is available from the newsletters regularly emailed or sent home and is also available on our website. Berkeley Vale Campus seeks to provide a quality, balanced and comprehensive education program for students. We provide an enriched curriculum that caters for diverse learning needs through differentiation and high expectations. Our school's success is underpinned by three key elements that promote quality teaching and learning programs that our students, staff and parents value and appreciate. They are Positive Behaviour for Learning (PBL), 4MAT programming and Advancement via Individual Determination (AVID).

Berkeley Vale campus is a Positive Behaviour for Learning (PBL) school and is recognised as a leader in its systems. We have a strong focus on supporting our students through our core values of Respect, Responsibility and Achievement. Berkeley Vale Campus supports students to interact with our core values and to promote these values into the wider school community.

4MAT programming which creates an environment for students to access the curriculum through a variety of learning profiles. We understand that students learn in a variety of ways and as a campus, staff are experienced in the use of 4MAT programming. 4MAT programs are designed using a transformative process for improving the quality of teaching and learning of students allowing them to engage through a variety of teaching and learning strategies.

The AVID program supports students to achieve and improve their results. Students work within a team and build positive relationships with teachers, peers and members of the community. AVID teaches study and organisational skills, as well as strengthening writing skills. Students are helped to explore careers through guest speakers, field trips and working in partnership with Newcastle University. This may also open up scholarship opportunities for students. Overall, the AVID program builds self-confidence and self-belief in a student's ability to achieve.

As part of the Tuggerah Lakes Learning Community, Berkeley Vale Campus leads and participates in a variety of professional development opportunities for staff across all seven Partner Primary Schools and three campuses. As a learning community we promote collaboration through fostering professional relationships focused on teaching and learning and improving student achievement for all learners. I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Noel Heaps

Principal

Message from the school community

2016 at Berkeley Vale Campus saw new parents join some of the long established members of the P&C. The Berkeley Vale Campus P&C works to improve opportunities and outcomes for every child's education. In 2016 the P&C have represented the community by being on the selection panels for the employment of staff at Berkeley Vale Campus.

The P&C has had a very successful year in the Uniform Shop and sales of products, especially Year 7 –10 Book Packs and Art Packs, have been wonderful. All monies raised by the P&C Uniform Shop and other fundraising activities are redirected into the school for specific purposes as needed by the school. We encourage parents to volunteer in our Uniform Shop as this is a valuable source of income for our school. We would like to thank the 2016 Uniform Shop volunteers for donating their time on a weekly/fortnightly/monthly basis. Our volunteers are an integral part of this service and this reflects in the positive image our campus has in the community.

Our meetings were held in the Library on the first Wednesday of each month at 7:00pm and we had a large number of guest presentations by campus staff. This was a great source of school information.

Melanie James

President

School background

School vision statement

At Berkeley Vale Campus, we are preparing students for a complex, rapidly changing world. To be active and informed citizens who make the most of the opportunities that this future will present, they will need to be active and successful learners throughout their lives. We have an obligation to inspire students to develop a lifelong love of learning. An important part of this is ensuring that all students have the basic skills to be active and informed participants in Australian society. To be confident and creative individuals, our students will need to be agile thinkers who can adapt to a world that is ever changing. This means that we need to prepare students for a world where technology will play an increasing role. Just as importantly, we must build resilience in our students by supporting their physical and emotional development. The world that our students will grow into will be more global and interconnected. Australia will continue to develop as a vibrant multi-cultural society. We must support and encourage our students to embrace all of the opportunities that this will bring. In all of these activities, we will only be successful if we engage effectively with our local community. We must be prepared to participate in the life of the local community and to draw on the strengths and capability of the local community to support our vision.

School context

Tuggerah Lakes Secondary College, Berkeley Vale Campus is a 7–10 campus with 745 students and is situated in close proximity to the majestic Tuggerah Lakes and is surrounded by diverse bushland. Our campus is part of Tuggerah Lakes Secondary College and is one of two middle school campuses. A staff of 52 teachers provides the students of Berkeley Vale Campus and their families with impeccable service, dedication and care.

Learn locally, contribute globally

The educational experience at Berkeley Vale Campus provides meaningful encounters which challenge the students by explicitly teaching the core values of respect, responsibility and achievement. Through the encounter experience each student is faced with the need to reflect on their actions, learn from the experience and benefit from it. Students at Berkeley Vale Campus benefit from a co-educational and collegial environment in which individual creativity, social responsibility and personal achievement are valued. Their experience of learning in a vibrant educational setting enables the development of student competence and confidence to; learn locally, contribute globally. Students of Berkeley Vale Campus will be; adaptable, articulate, responsible, respectful and resilient; a confident, creative learner with global awareness and a lifelong connectedness to the campus, college and wider community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning, Teaching and Leading, the school's self-assessment is consistent with the evidence presented and is validated for all three domains using the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Developing high performing adolescent learners

Purpose

Create an environment where the development and implementation of high-quality curriculum and assessment are built on the foundations of quality teachers and quality relationships.

Overall summary of progress

Our school-wide focus on embedding AVID strategies, in particular WICOR skills, in all teaching and learning programs across the school has been achieved through the implementation of Cornell note taking in Year 7 Humanities. Cornell Notes is being used as the note taking method for all Year 7 Humanities classes. Each KLA has identified a specific AVID strategy focus which has been clearly identified in all teaching and learning programs. Literacy input sessions at staff meetings have focused on professional development using AVID critical reading strategies and all professional development undertaken at staff meetings are aligned to the Australian Professional Standards for Teachers.

Continued professional development on 4MAT programming has occurred with 13 new teachers completing 4MAT basic training and two staff completing intermediate training with a focus on student assessment. Teachers have collaborated to evaluate, refine and develop new programs which target differentiation and engagement of all students. As a result, program templates were reviewed and refined in 2016.

Teachers were professionally developed to analyse SMART Data to advance our data driven quality teaching practices through a cyclic process of professional development called Driving Action Targeting Action (DATA). During DATA week, Staff are given clear direction about the data they need to access and how to access it in a time dedicated to The Australian Professional Standards for Teachers; know their students and how they learn. For example, teachers will be asked to collect class data for writing. Head Teachers (HTs) see evidence of this in the teacher's monitoring folders.

Whole school staff meetings occur every three weeks and two of those meetings are dedicated to the literacy and numeracy team which enable the team leaders to present strategies to improve outcomes for all students. An example of this is the TXXXC writing strategy which is attributed to 56.3% of Year 9 students achieving expected growth outcomes in writing and 25.1% achieving in the 75th percentile range and above in NAPLAN 2016. In our output meetings, a randomly chosen representative from each faculty gives reflection on the implementation of the strategy in their classroom. In a feedback survey, staff acknowledged the importance of analysing data and the value that DATA week added but asked to focus on one strategy instead of two each term.

The Professional Development Plan (PDP) process was refined in 2016. Every teacher developed professional goals that were linked to the school plan. They allowed a peer to observe their classroom technique and give feedback in relation to their goals. The observed staff member then implemented the feedback and was observed a second time to see if the advice was beneficial.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase percentage of students achieving above national minimum standards in all areas of NAPLAN• 25% of year 8 students to achieve at or above state average in ESSA/VALID test• 15% of staff use numeracy continuum to plot students achievement increasing to 50% of staff (2016) and 100% using numeracy continuum by 2017	<ul style="list-style-type: none">• The 2016 NAPLAN results show positive student growth across all aspects of NAPLAN testing with a slight decline in Reading. Aboriginal students performed above expectations as did students requiring curriculum adjustment.• The VALID results for the school in the area of extended writing was above state average.• The Numeracy Skills Framework team have developed and implemented a DATA wall identifying stage 4 (Year 7 students) ability in the focus areas of the NSF.	<p>\$4100 Targeted tutorial support for students</p> <p>\$60000 Digital devices and supporting software</p> <p>\$11000 Internet based student subscriptions</p> <p>\$25000 AVID teacher training and professional learning resources</p>

Next Steps

- School wide and collegial systems will require development to allow staff to use learning continuums including the Numeracy Skills Framework (NSF) and literacy continuum. 2017 will focus on professional learning around differentiation and student profiling. In 2017, our aim will be to have all staff accurately plotting students across learning continuums using a data wall to display where students are situated across the continuum.
- Explore the learning, assessing and reporting draft policy for the campus and as a college. Assessment task review, rubric development and assessment for learning, as learning and of learning.
- Engage whole staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student growth using data analysis as a key driver of teaching and learning programs and assessment.
- Engage experts from Tell Them From Me (TTFM) and the Learning Bar survey to provide professional development for staff and develop a greater capacity to unpack the data gathered.

Strategic Direction 2

Creating a culture of success

Purpose

Empower students to expect and strive for personal best in a quality learning environment through a culture of high expectations and development of skills required to become respectful, responsible and high achieving lifelong learners.

Overall summary of progress

Our overall school-wide focus on PBL has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured a consistent approach to teaching of appropriate behaviours in various school settings.

We have continued our school wide focus of PBL throughout the school community. Currently all staff have been trained through the Micro Skills professional development module with a focus on the use of common language in relation to our three core values respect, responsibility and achievement. Through the implementation of a SET and the TTFM data we have been able to determine that there has been a significant decrease in negative behaviours across the school setting. In 2016 preparations for progression into tier 2 (classroom) began.

The Berkeley Vale Campus rewards system has been systematically linked to the PBL focus. Students receive reward tickets for positive behaviour which include respect, responsibility and achievement. There has been a significant increase in the number of students using the rewards system as indicated by the number of students eligible to attend annual excursions and the number of students receiving Deputy Principal and Principal commendations. Through a diverse curriculum we have continued to provide a supportive education for all students at Berkeley Vale Campus.

Through the use of effective collaboration between staff, students and parents we have utilised a range of implementation strategies that support all students with an adjusted curriculum including our gifted and talented students. Professional development of staff has led to an increased use of specific teaching and learning strategies in the classroom to support students through the use of teaching to inclusion strategies across all stages. 100% of students with a disability were recorded for National Consistent Collection Data (NCCD) purposes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase 2014 PBL SET score by 3% each year• An increase from 80% to 85% of students submitting Berka Bucks for weekly draw• Increase from 30% to 55% of year 10 students receiving PBL letters of commendation• 100% of new staff complete induction program and 100% of current staff complete online maintenance course for PBL• Increased student sense of belonging identified through the Tell them from Me Survey from % to %• An increase from parent involvement in Positive Behaviour for Learning meetings to 5 per year• Tell them from me survey indicates an average of 4.9 staff differentiate curriculum by 2017 average rating to be increased to 6.7 staff.• NCCD data collected and input	<ul style="list-style-type: none">• As outlined through the 2016 Tell Them From Me Survey, 94.5% of students (increase of 1.5%) indicated they had a strong and positive connection to Berkeley Vale Campus. We have developed a strong set of core values which the students have helped to forge within the school community. Students outlined that 88% of students practiced positive behaviour at school in relation to the core values. Students have indicated that they are able to connect with teachers and other students to build positive relationship ultimately developing a positive learning climate.	<ul style="list-style-type: none">• \$15500 Teacher Professional Development and release• \$43000 Teacher Professional Development and resources

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
into database	<ul style="list-style-type: none">• As outlined through the 2016 Tell Them From Me Survey, 94.5% of students (increase of 1.5%) indicated they had a strong and positive connection to Berkeley Vale Campus. We have developed a strong set of core values which the students have helped to forge within the school community. Students outlined that 88% of students practiced positive behaviour at school in relation to the core values. Students have indicated that they are able to connect with teachers and other students to build positive relationship ultimately developing a positive learning climate.	

Next Steps

- PBL tier two training and 2nd phase team to be developed and to continue using data driven planning for classroom setting.
- PBL classroom SET scores to be above 85%.
- PBL Micro–Skills training to focus on classroom setting and the PBL team to build capacity of all staff in using consistent language and teaching strategies.
- Implementation of quality teaching rounds and lesson observations for PBL classroom and non–classroom lessons.
- All teachers to engage in professional development that focuses on differentiation of curriculum.
- Work collegially to develop talented pathways for students across the college and campus with a focus on identification of talents and developing strong relationships with experts in a variety of areas such as sport, creative and performing arts.

Strategic Direction 3

Authentic and collaborative partnerships

Purpose

Connecting learners with the local community and developing their skills to contribute to the global community in a socially responsible, respectful and inclusive manner.

Overall summary of progress

The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. Aboriginal students were involved in a wonderful workshop that unpacked the significance of why we acknowledge the traditional custodians and as a result all students wrote their own unique and personal Acknowledgement of Country. This workshop was so successful that all staff were provided with the same opportunity led by students and also wrote their own deeply personal and meaningful Acknowledgement of Country.

Targeted literacy and numeracy interventions were developed and implemented throughout 2016 and included in this were stage specific collaborative study groups (CSG). The CSGs provide support, connects and confidence between Aboriginal students and empowered them to work together in solving challenges and clarifying points of confusion in their courses.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Train 100% of staff on Aboriginal Education team for 4 hrs of cultural competency and register on MyPL• By 2017 100% of T&L programs have an Aboriginal perspective clearly evident• Intensive Literacy & numeracy program to target weaknesses in Aboriginal students is developed with 2% increase in student growth across all NAPLAN areas.• Increase percentage of students engaging in career pathway opportunities as per 2015 school to work baseline data.	<ul style="list-style-type: none">• School to Work data indicates 98% of students successfully completed the STW program. The NSW School to Work Program focuses on a whole school curriculum approach, aiming to equip students with the skills, understandings and attributes that will enable them to better manage their transition through and beyond school. This is achieved by supporting students to develop the skills to self-manage their plans for the future as well as supporting teachers to make explicit links to vocational learning and enterprise learning across the curriculum. As a result 97% of Year 10 students engaged in work experience during 2016.	<ul style="list-style-type: none">• \$15500 Teacher professional development and release to support Aboriginal Education• \$25345 Aboriginal Education resources• \$15000 Career and transition programs and teacher release

Next Steps

- Continuation of clear and meaningful Aboriginal perspectives in all teaching and learning programs.
- Embedding of 8 ways pedagogy across all KLAs.
- Rigorous assessment of Aboriginal and Torres Strait Islander NAPLAN data and embedding of appropriate strategies into teaching and learning programs to increase the percentage of students in top 2 bands and decrease the percentage of students in lower bands.
- Increase professional learning to provide in-depth understanding, knowledge and skills for staff in accessing and using the Yarning Circle.
- Increase school and home partnerships with all families.
- Unpack the turning policy in practice document and develop a Berkeley Vale Campus action plan that aligns to the document.
- Investigate and further expand the work ready program into Stage 4 for targeted students who are at risk of disengagement.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Identify literacy & numeracy weaknesses using NAPLAN data • Increase positive student association to culture through correct identification processes and PLP completion. 	<ul style="list-style-type: none"> • Teacher and SLSO relief for literacy/numeracy focus area testing, data analysis and PLP planning/uploading of data to Sentral platform • PLP and cultural community resources <p>RAM \$41093.28</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$7 750.00)
English language proficiency	<ul style="list-style-type: none"> • Berkeley Vale Campus has supported three EAL/D students and increased EAL/D students English language proficiency in literacy and numeracy through targeted support programs and the use of ICT tools in all subject areas. All EAL/D students have participated and engaged in learning and formal assessment • Specialist EAL/D teacher temporarily contracted to provide dedicated and individualised support for EAL/D students. 	<ul style="list-style-type: none"> • 0.2 temporary teacher contracted for EAL/D support <p>RAM \$1272.84</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Internal audit of evidence that differentiation was occurring for all BVC students on the NCCD register. • Purchase extended subscription of LEXIA program (literacy program) and provide SLSO support to all NCCD students, and learning support students, students with a disability students. • HT T&L in consultation with LAST develop and implement quality professional learning for identified faculty rep with a focus on adjusting the curriculum and ensuring NCCD requirements are understood and followed by staff. 	<ul style="list-style-type: none"> • SLSO casual relief • Casual relief for HT T&L • Purchased full LEXIA license • Relief for SLSO support • Relief for LST to teach timetabled lexia classes to targets students and LS classes • Teacher relief <p>RAM \$62025.00</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$4 400.00)
Socio-economic background	<ul style="list-style-type: none"> • Improving Literacy and Numeracy outcomes for all students through a whole school focus using input/output sessions was a major focus. Staff were provided with a detailed scaffold for data analysis to support the Literacy and Numeracy focus areas whilst developing skills that ensure teachers know their students and how they learn. • We have raised the expectations of students, teachers, executive, families and communities through clear and frequent communication utilising the Sentral Messaging Service. This has strengthened partnerships between schools, families and community. • Support for the PBL Rewards system has seen a positive and inclusive school culture emerge and students are positive about coming to school. We have enhanced students' access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services and this is evident in our Stage 4 Digital Sparks curriculum 	<ul style="list-style-type: none"> • Development and implementation of Numeracy Skills Framework and DATA Wall for stage 4 <p>RAM \$214075.02</p>

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Improve numeracy and literacy outcomes for all students with a whole school Numeracy and Literacy plan that supports the teaching of qualitative literacy and numeracy in all KLAs 	<ul style="list-style-type: none"> • Development and implementation of Numeracy Skills Framework and DATA Wall for stage 4 <p>RAM \$214075.02</p>
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • All funded beginning teachers are supported at two levels within BVC; Mentor and Head Teacher. • Beginning teachers completed a comprehensive induction program supported by their faculty Head Teacher • All funded beginning teachers receive timetabled release periods (4 periods per cycle) to engage in professional dialogue with mentor teacher, complete accreditation and engage in professional development opportunities • Mentor teachers have timetabled release periods (2 periods per cycle) to engage in professional dialogue etc with their identified mentee teacher 	<ul style="list-style-type: none"> • 0.5 temporary teacher contracted and timetabled to teach the funded beginning teacher release periods and mentor teacher release periods • Targeted professional development for beginning teachers <p>RAM \$88095.58</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	372	377	354	395
Girls	409	372	345	363

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.2	92.5	91.5	91.3
8	88.7	89.4	90.2	89.7
9	86.4	89.6	89	90.4
10	85.7	87.5	87.6	87.8
All Years	88	89.7	89.5	89.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

School attendance is monitored closely at Berkeley Vale Campus and involves three levels of intervention; Year adviser, Deputy Principal and Principal. In 2015 the campus implemented a vertical roll call group that is flexible in student movement and targets those students who require additional support in maintaining attendance rates above 85%. As a result of this roll call, students were identified of being at risk earlier and this resulted in targeted interventions for those students being implemented. We have two Aboriginal student leaders (ASL) roll call groups. Students in the ASL roll call have identified that they feel connected and supported through this initiative.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	33.1
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	14.28
Other Positions	4.9

*Full Time Equivalent

We have two staff identified as Aboriginal.

Workforce retention

In 2016 there were zero teacher retirements. Four staff are engaged in cross-campus teaching which is one less than 2015.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

Professional learning and teacher accreditation

Professional learning and teacher accreditation is an efficient and comprehensive process at Berkeley Vale Campus. All pre-2004 teachers are actively preparing for mandatory accreditation in 2018. All post-2004 teachers are either accredited at proficient, maintaining accreditation at proficient or engaged in higher levels of accreditation. In 2016, early career teachers were involved in the funded beginning teacher program under the GTIL reform. Professional learning refers to all training and development opportunities, formal and informal, individual and shared, which provide opportunities for professional discourse, interaction, practice, reflection and analysis. Professional learning can and does occur face-to-face, online or through other modes of delivery including designated School

Development Days (SDD) and at staff meetings. The priorities for all professional learning is determined by the priorities identified in the school plan and staff PDPs. A focus on the data analysis and improving student outcomes were targeted with workshops on increasing staff skills, knowledge and understanding of data analysis. The SDDs in 2016 were focused on unpacking campus plans and targets so that the collaboratively developed campus strategic direction was understood by all staff. Mandatory training around child protection, emergency care and excursion requirements were addressed. Anaphylaxis, diabetes and asthma training was an additional focus for all staff.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs for 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2016 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	473 511.61
Global funds	519 171.87
Tied funds	511 982.91
School & community sources	343 049.31
Interest	10 302.83
Trust receipts	102 696.45
Canteen	15 458.18
Total income	1 976 173.16
Expenditure	
Teaching & learning	
Key learning areas	106 882.76
Excursions	106 324.54
Extracurricular dissections	114 175.20
Library	21 932.21
Training & development	8 017.40
Tied funds	541 034.49
Short term relief	195 278.81
Administration & office	167 788.73
School-operated canteen	0.00
Utilities	82 427.37
Maintenance	72 497.30
Trust accounts	95 236.63
Capital programs	14 657.33
Total expenditure	1 526 252.77
Balance carried forward	449 920.39

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

A full copy of the school's financial statement is tabled

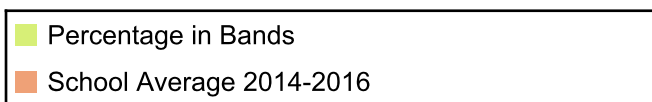
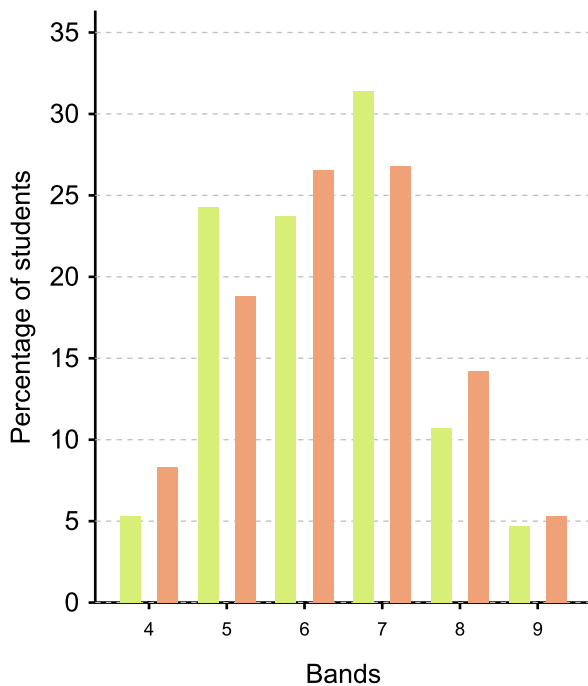
at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

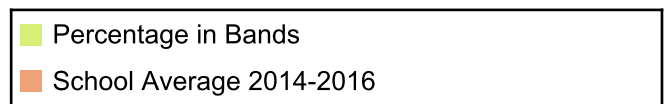
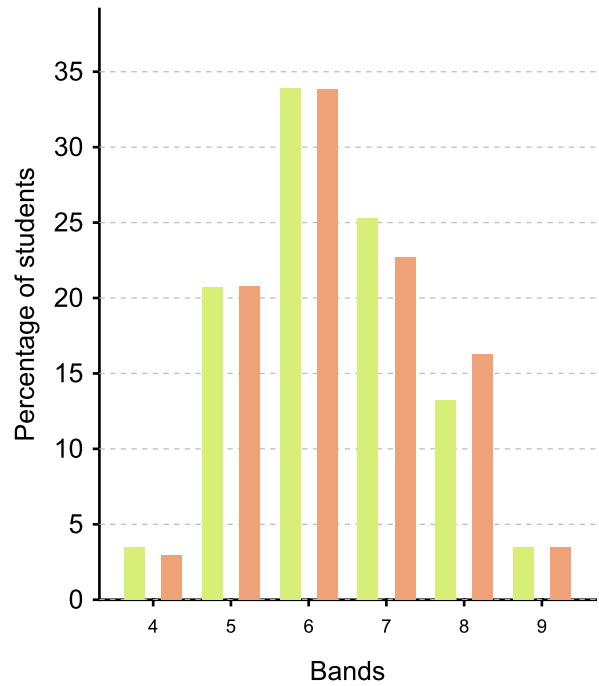
NAPLAN

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.

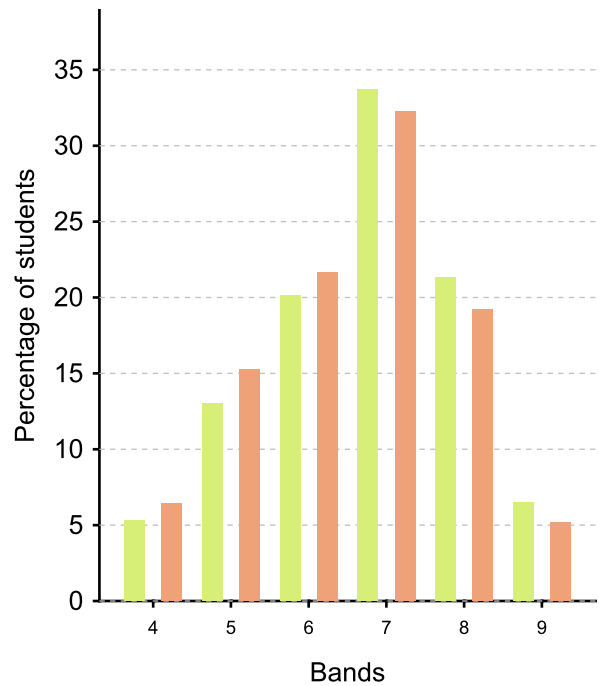
Percentage in bands:
Year 7 Grammar & Punctuation



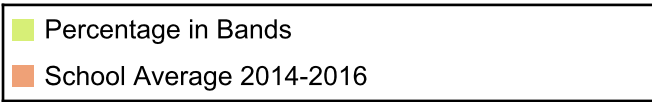
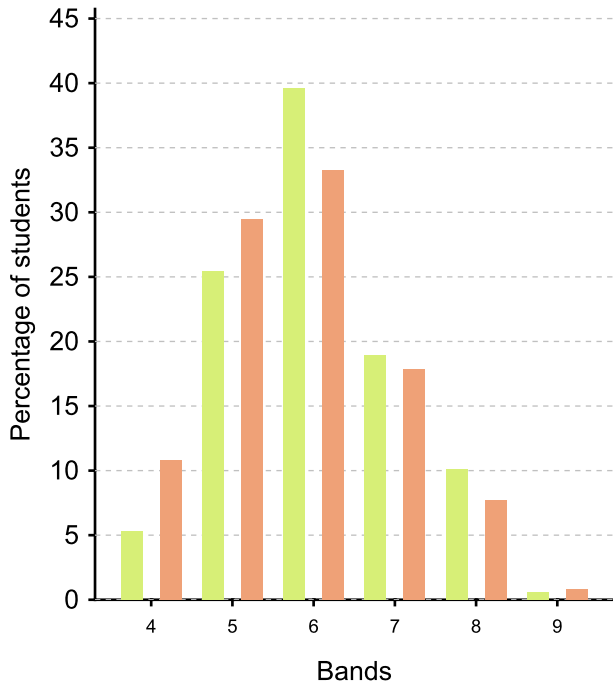
Percentage in bands:
Year 7 Reading



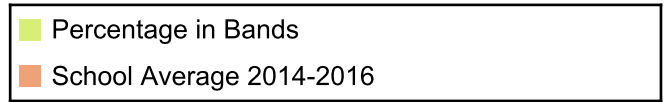
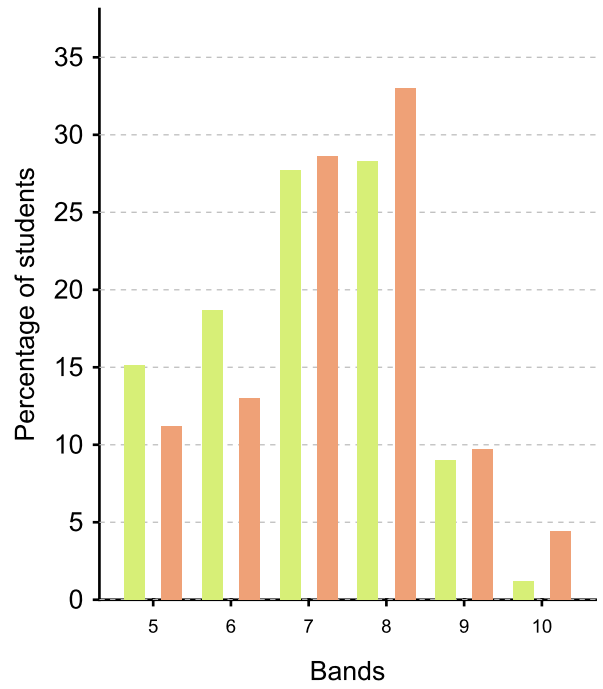
Percentage in bands:
Year 7 Spelling



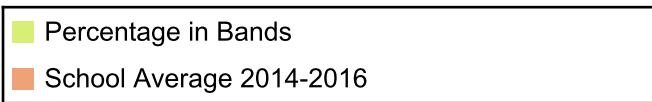
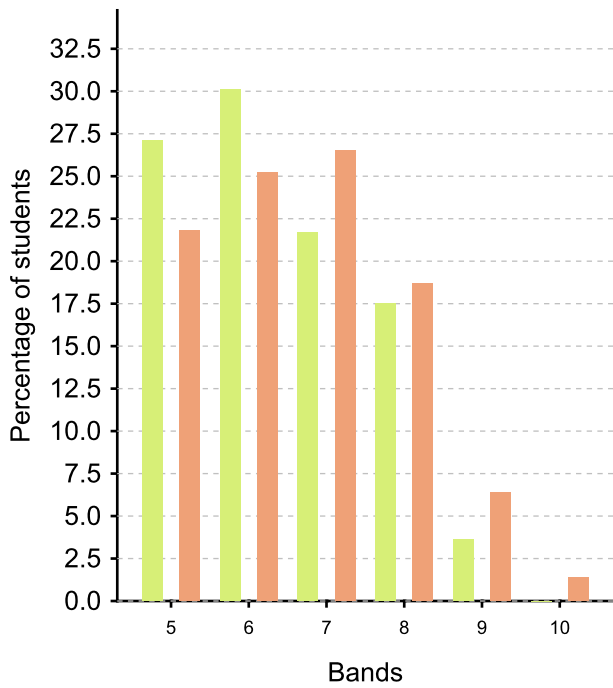
Percentage in bands:
Year 7 Writing



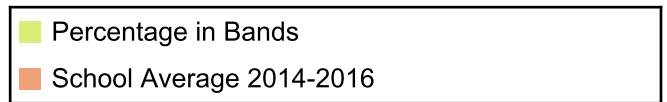
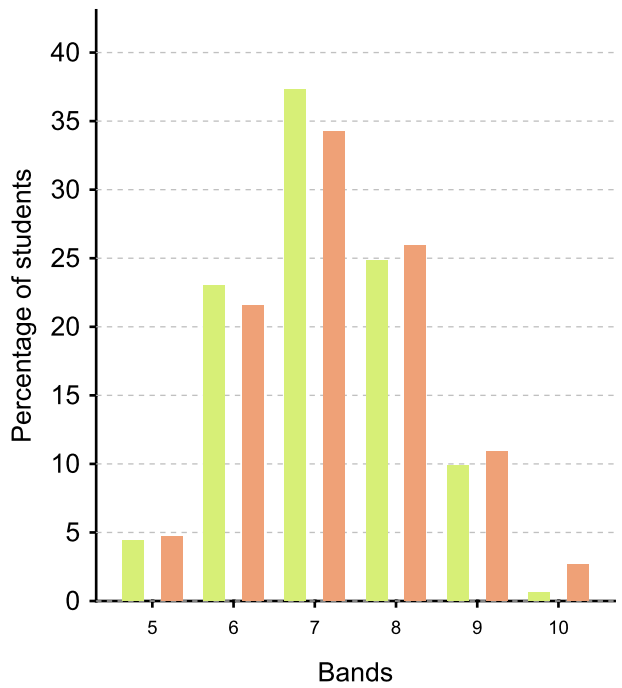
Percentage in bands:
Year 9 Spelling



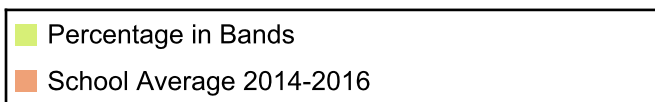
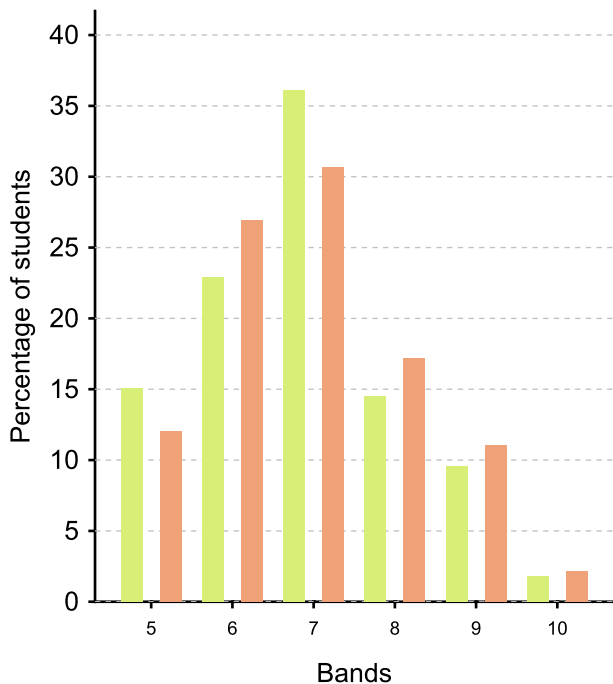
Percentage in bands:
Year 9 Writing



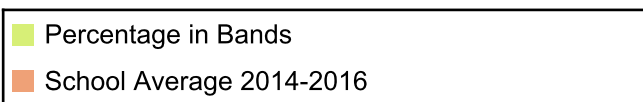
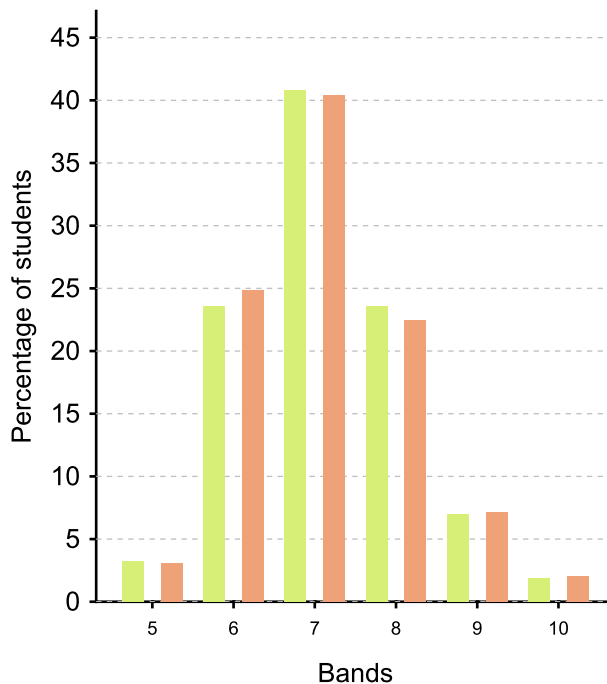
Percentage in bands:
Year 9 Reading



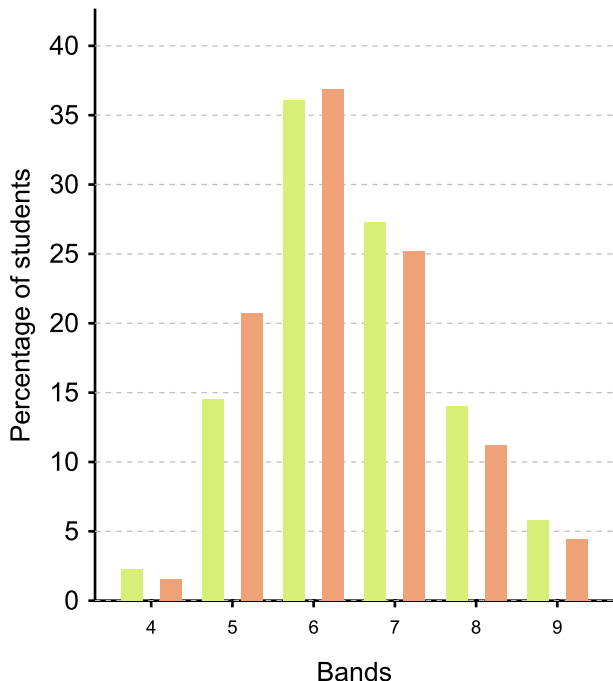
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2016, the school sought the opinions of parents, students and staff about the school. Their response included:

- The majority of parents see the PBL values of Respect, Responsibility and Achievement as the key environment they would like their child to experience at Berkeley Vale Campus.
- Parents and students can articulate what AVID and PBL 'look like' at Berkeley Vale Campus.
- Parents and students have a positive perception of Berkeley Vale Campus.
- Parents and students support continuous acknowledgement of all achievements including academic and cultural and value the PBL Excellence Assembly.

Policy requirements

Aboriginal education

The achievements of Aboriginal Education at Berkeley Vale Campus during 2016 were amazing. 100% of Aboriginal students successfully completed their Personalised Learning Pathways (PLPs) and all Year 7 students visited Redgum Forest for a cultural experience where they engaged in discussions about local bush food and medicines. All of the staff engaged in 8Ways professional development. This allowed staff to teach cultural perspectives in their class through cultural practices. During Term 2 an Aboriginal Dance Residency Program was conducted at BVC where the first TLSC Aboriginal Dance Group was established. Ex NAISDA graduates developed dances in conjunction with the students that represented their personal totems and the meaning of the school motto. The group performed during Reconciliation Week, NAIDOC Week, GulangFest and for both TEC and BVC's Aboriginal Education Awards Ceremonies. BVC won second prize in the Maliga Art Competition with a pair of hand painted football boots titled 'Dreams'. The paintings were inspired by the athlete's hard work and determination and symbolised persistence and achievement. The Tuggerah Lakes Learning Community came together to showcase and celebrate our local Indigenous youth at GulangFest. Performances included dancing, singing and didgeridoo playing from children of preschool age to primary and high school students. BVC nominated staff, students, community members and the TLSC Aboriginal Dance Group to receive a Kuriwa AECG Aboriginal Education Award at this event. Students across the college were selected to attend the TLSC Cultural Leadership Day at North Entrance Surf Lifesaving Club. Cultural activities were conducted utilising the skills of our local Aboriginal Community allowing the Aboriginal and Torres Strait Islander students to develop their leadership skills in a culturally appropriate manner. By the end of the day we had also established the Junior Aboriginal Education Consultative Group across Tuggerah Lakes Secondary College. The Aboriginal Education Awards celebrated the achievements of the students at Berkeley Vale Campus and was catered once again by a local Aboriginal community member. In 2016 BVC combined the Awards Ceremony with the Ngura presentation. Ngura is a five-week program which means "Place" in Darkenjung language and has been initiated by the Central Coast Council's Indigenous Community Liaison Officer and run in partnership with Mingara. The Wollotuka Institute at The University of Newcastle provided the Aboriginal and Torres Strait Islander students with the opportunity to participate in an interactive program called iBelieve held at BVC and Insight held at Ourimbah Campus. BVC's stationary highlights the importance that BVC places in the connecting with the Aboriginal Community. The painting "Bush Leaves" by an Aboriginal Artist from the Northern Territory is displayed on all forms of communication between the school and the community.

Multicultural and anti-racism education

Berkeley Vale Campus provides teaching and learning programs that enable all students to identify as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active citizens. We ensure inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views. Students who are learning English as an additional language or dialect (EAL/D) are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

Other school programs

Berkeley Vale Campus provides quality programs that are inclusive for all students.

- Student leadership and SRC;
- Student voice;
- Career and Transition (CAT) program;
- Environmental education and sustainability;
- Duke of Edinburgh award; and
- Achievements in the arts and sport.