

Tuggerah Lakes Secondary College Berkeley Vale Campus

Annual Report



2017



8563

Introduction

The Annual Report for **2017** is provided to the community of Tuggerah Lakes Secondary College 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.

Carlie Wells

Relieving 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

4388 1899

Message from the Principal

Berkeley Vale Campus had a very successful year in 2017 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, more detail is 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. We have a strong focus on supporting our students through the core values of Respect, Responsibility and Achievement. The Quality Teaching Framework creates an environment for students to access the curriculum through a variety of learning profiles. As part of the Tuggerah Lakes Learning Community, Berkeley Vale Campus leads and participates in a variety of professional learning 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.

Carlie Wells

Relieving Principal

Message from the school community

The Berkeley Vale Campus Parent and Citizens (P&C) association works to improve opportunities and outcomes for every child's education. 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. In 2017 the P&C have represented the community by being on the selection panels for employment of teaching staff at Berkeley Vale Campus. The P&C had a very successful year in the Uniform Shop and sales of products, especially Year 7 –10 Book and Art Packs, have increased. All monies raised by the P&C Uniform Shop are redirected into the school for specific purposes as identified by the school. In 2017 we contributed 50% towards the installation and upgrade of hall and stage lighting. We would like to thank the 2017 Uniform Shop volunteers because they are an integral part of this service and this is reflected in the positive image our campus has within the community.

Tracy Cook President

School background

School vision statement

At Berkeley Vale Campus we are preparing students for a complex and rapidly changing world. To be active and informed citizens who make the most of the opportunities that this future will present, students 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 continually changing. This means that we need to prepare students for a world where technology will play an ever 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 749 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 teaching staff of 52 provides the students of Berkeley Vale Campus and their families with impeccable service, dedication and care. 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 these experiences each student is faced with the need to reflect upon their actions, learn from the experience and benefit from it. Students at Berkeley Vale Campus benefit from a 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.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Our school undertook self-assessment using the School Excellence Framework. 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. Berkeley Vale Campus used the statements of excellence together with the descriptors provided, to assess our practice and make an on-balance judgment for each element. The School Planning team led discussions at executive meetings which focused on building deep knowledge and understanding of each element.

In the element of Learning BVC self-assessed as sustaining and growing. Future steps to move into the excellence category are focused on increasing opportunities for sharing information about learning development and teachers working in partnership with parents as active participants in their children's education. Supported by strong Positive Behaviour for Learning (PBL) data and evidence, there is a growing learning culture resulting in settled and focused learning environments driven by high expectations. The alignment of the PBL with the Wellbeing Team and Learning and Support Team has been a significant achievement of the PBL structure. The Ad Astra Feedback to parents as well as a strengthened reward system closely supports the high expectations of every classroom environment. Classroom teaching and learning is being enhanced through the use of PBL lesson observations and clear goals. As evidenced by the implementation of the Professional Development Plan process for teachers, data is at the core of learning with class profiles being utilised to drive differentiation in the classroom. Assessment and reporting continue to develop with a closer alignment of grade allocation between Key Learning Areas. Faculties continue to reflect upon their current assessment tasks to further develop assessment quality. Areas for development continue to be the performance against external student performance measures. We are excited with our progress and look forward to this continuing in the future.

In the element of Teaching BVC self-assessed as sustaining and growing. Future steps to move into the excellence category will require a significant increase in providing resources and professional learning time for teachers to evaluate the effectiveness of their teaching practices collaboratively, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Through improved wellbeing structures, teachers take shared responsibility for student improvement and greater understanding and knowledge of

holistic learning pathways. The evidence from the self–assessment evaluations indicate that most teachers are confident in data analysis, especially in areas of NAPLAN Data. Structured professional learning activities have supported the development of these skills and the role that they have in influencing the teaching in the classroom for individual students. Additionally, reporting data, learning plans and attendance data are examples of other statistics that support teachers to differentiate learning in the classroom. The collection and subsequent utilisation of numeracy data of stage 4 students supported teachers in targeting specific teaching strategies as well as whole school targeted interventions. The school continues to develop its strong support of teachers through targeted professional learning activities aligned to strategic directions and school priority areas. The implementation of professional learning afternoons will improve the use of collaborative practice across the school.

In the element of Leading BVC self–assessed as sustaining and growing. Future steps to move into the excellence category will require a greater understanding of Learning Management and Business Reform (LMBR) processes. A stronger professional learning process has been developed and will be implemented in 2018 which will provide weekly opportunities for targeted professional learning that aligns with the strategic directions of the school and is facilitated by executive teachers. Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. The school's leadership has been proactive in establishing ways to enhance community and parent links including the commitment to engaging the wider school community and improving communication with parents and the broader community. This has been strengthened via the use of Facebook, updates to the school's website and skoolbag app. Other communication methods continue to be utilised via the use of postcards and assemblies as well as PBL structures such as the weekly Berka Buck raffle to recognise student achievement and effort. Additionally, there has been a significant increase in the communication and interaction with the school's Aboriginal community through the diverse range of community activities such as community afternoon teas where consultation is a focus. Parents have engaged in a variety of satisfaction and curriculum surveys as well as tutorial videos to enhance and support their knowledge and understanding of their child's learning.

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

Teaching is the core of our school plan and direction. Through professional learning, mentoring and coaching, teachers have been empowered to increase their confidence and skills in the classroom. Particular focuses have included the development of enhanced data analysis practices and the further use of class profiling to individualise learning for students. Teachers have had significant professional learning to unpack the Numeracy Skills Framework and can identify areas of strength and weakness in literacy and numeracy and engage explicit strategies to progress students knowledge, skills and understanding further.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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">• Teacher and SLSO relief for literacy and numeracy focus areas• Student diagnostic testing and data analysis• Creation of data upload system to Sentral platform• Development of teacher resources to strengthen explicit teaching of literacy and numeracy strategies• Professional learning• Implementation of Year 8 extension numeracy and literacy programs which require 1.0 teacher allocated to these roles• Development of a stage 4 Numeracy data wall	<ul style="list-style-type: none">• The school achieved excellent value-added results and was charted as excelling• 46.8% of Year 9 students achieved band 8 or higher in numeracy• 51.9% Year 9 students achieved band 8 or higher in reading• 27.9% Year 9 students achieved band 8 or higher in writing• 19.7% of Year 8 students achieved at or above state average in VALID tests completed in 2017• Science, Maths, PDHPE, English and HSIE faculties successfully plotted student progression using diagnostic assessment and on-balance judgement against the Numeracy Skills Framework• TAS, CAPA and Support faculties successfully created practical diagnostic tools to support teacher on-balance judgments against the Numeracy Skills Framework

Next Steps

Implement practices that ensure all teaching and learning programs are underpinned by quality teaching elements which foster high expectations of student learning outcomes and are linked to student learning goals.

Review and continue to build teaching and learning across the school to include adjustments and individual needs which include ensuring rigour and challenge for all students.

Implementation of whole school systems that facilitate the modelling of effective teaching practice, classroom observations and a consistent approach to classroom management.

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

Berkeley Vale Campus has continued to develop a culture where students are well supported to achieve their personal best. Positive Behaviour for Learning (PBL) systems provide students with the safe and supportive environment required to challenge themselves and drive achievements higher. Staff have had extensive training to facilitate successful implementation of Tier 2 PBL structures. This had led to improved teaching of social capabilities alongside mandated curriculum outcomes. Through the implementation of campus induction processes, new staff are well informed and able to implement PBL practice and processes to a high standard.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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 draws• Increase from 30% to 55% of year 10 students receiving PBL letters of commendation• 100% of new staff to 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 6.7 to 8.1• 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 with average rating to be increased to 6.7 staff.• NCCD data collected and input into database	<ul style="list-style-type: none">• Teacher and SLSO relief for PBL professional learning• Teacher and SLSO relief for collecting student feedback about PBL systems, processes and rewards at BVC• Creation of data upload system to Sentral platform• Development of teacher resources to strengthen explicit teaching of core values and school-wide expectations• Support for teachers to complete mapped professional learning of PBL strategies and implementation• Implementation of PBL school-wide signage• Development of PBL classroom aides	<ul style="list-style-type: none">• PBL Benchmarks of Quality (BoQ, previously SET) score for 2017 was 86%. This is an increase from 84% recorded in 2015• Data shows 63.7% of students are submitting Berka Bucks for weekly prize draws• Number of Year 10 students receiving Letters of Commendation increased to 51%• All new staff have completed the campus induction process• Online maintenance course has been developed and is accessible to staff• There has been no specific involvement by parents at PBL meetings. However, parent and community consultation did occur throughout 2017 with the implementation of Tier 2 PBL procedures

Next Steps

Develop an integrated and comprehensive learning and engagement process so that every student, parent and teacher has the knowledge to connect with staff and support the development of personalised learning pathways.

Implement and embed innovative curriculum opportunities through a variety of curriculum offerings and explicit teaching and modelling of the school and community's core values.

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

Berkeley Vale Campus has continued to build on strong relationships in the wider school community and has successfully engaged in a variety of vocational training opportunities from external providers such as NovaSkill and TAFE. The Career and Transition team developed future pathway plans for students in stage 5 and have successfully coordinated the Central Coast Secondary Schools Mentoring program across 6 high schools on the Central Coast. The Aboriginal Education team has improved communication between school and families and as a result, there has been an increase in family participation at celebration events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Train 100% of staff on Aboriginal Education the 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">• Teacher and SLSO relief for literacy and numeracy focus areas• Student diagnostic testing and data analysis• PLP planning/uploading of data to Sentral platform• PLP and community resources and celebration activities• Support for staff to complete 8 Ways pedagogy training and resources to support the implementation in KLAs	<ul style="list-style-type: none">• 75% of teachers completed cultural competency training lead by SEO1 and ARCO• Teaching and Learning programs now have digital symbols that are used to identify when an 8 Ways pedagogy strategy is included• New teachers to the campus complete a detailed induction program facilitated by the BVC Aboriginal Education team leader• SLSOs employed to facilitate and support teachers in the delivery of the Heather Harvey Literacy program

Next Steps

Implement practices to ensure the learning and wellbeing needs of every Aboriginal student are met through an integrated approach to quality teaching, curriculum, assessment and wellbeing.

Review and further develop strong collaborations between students, parents and community that inform and support continuity of learning for all students at transition points.

Create and implement a stronger professional network and collegial relationship between BVC and teachers across TLLC which focus upon teaching and learning through the use of critical friends, analysis of student learning and continuous and inclusive learning for all.

Implement *OCHRE*, the NSW Government's plan for Aboriginal affairs, establish partnerships for economic prosperity, support effective Aboriginal community governance and strengthen cultural identity. At Berkeley Vale Campus we are proud to have two teachers and one SLSO whom identify as proud Aboriginal people.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Teacher and SLSO relief for literacy and numeracy focus areas • Student diagnostic testing, data analysis • PLP planning/uploading of data to Sentral platform • PLP and community resources and celebration activities. • Support for staff to complete 8 Ways pedagogy training and resources to support the implementation in KLAs • Implementation of annual Dance Residency program • RAM \$41093.28 	<ul style="list-style-type: none"> • 75% of teachers completed cultural competency training lead by SEO1 and ARCO • Teaching and Learning programs now have digital symbols that are used to identify when an 8 Ways pedagogy strategy • New teachers to the campus complete a detailed induction program facilitated by the BVC Aboriginal Education team leader. • SLSOs employed to facilitate and support teachers in the delivery of the Heather Harvey Literacy program.
English language proficiency	<ul style="list-style-type: none"> • 0.2 for temporary engagement of teacher to support EAL/D students • Purchasing of EAL/D resources and texts 	<ul style="list-style-type: none"> • Improvement of all EAL/D students along the learning progression • Students moving at least one increment on the ESL scale • Greater self-confidence within all students and their ability to work independently with literacy and numeracy questions • Greater self-confidence to ask questions to gain a deeper understanding of concepts being taught • Students becoming more motivated to complete and focus on the work being delivered • Students becoming more independent learners • Successful transition into stage 6 • Improvement in student behaviour
Low level adjustment for disability	<ul style="list-style-type: none"> • SLSO casual relief • Casual relief for HT T&L and LST to complete NCCD registration • Purchased full LEXIA license • Temporary engagement of SLSOs for student support • Relief for LST to teach timetabled LEXIA classes to target students and LS classes • Resourcing and preparation of Learning Centre • RAM \$62025.00 • Low level adjustment for disability (\$4 400.00) 	<ul style="list-style-type: none"> • Technology, in particular Google Suite, has been a focus for Berkeley Vale Campus. Staff have had training to use Google Forms, Docs, Sheets and Classroom. The Learning and Support Team decided to use this platform for the Nationally Consistent Collection of Data (NCCD) for students with disabilities. Teachers were emailed a link to a Google Form which allowed them to enter a student's name, level of adjustment and evidence • NCCD data collection allowed for all teachers to add their information without having to send out paper forms and then collate. In this first trial year there was a positive feedback and entering the data into ERN was streamlined • The Learning and Support Team has had a 98% success rate with Access Requests both for Support Class placements and Integration Funding in 2017 • Learning and Support staff have had additional training in completing Access Requests to meet current standards and best practice • Additional funding for a Youth Worker was applied for and was successful for the next three years

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Development and implementation of Numeracy Skills Framework and DATA Wall for stage 4 • Installation of flexible furniture for 2 classrooms and design and commitment of funds for a further 6 classrooms • Development of Digital Learning Team • Initiation of Wellbeing officers and Wellbeing Centre 	<ul style="list-style-type: none"> • The processes and procedures for the Learning and Support Team at Berkeley Vale Campus have been shared throughout the Central Coast High Schools Network as being exemplary • Meetings are attended by Deputy Principals, Head Teacher Wellbeing, Year Advisers, Careers and Transition Teachers, School Learning Support Officers, Youth Workers, School Counsellor and Aboriginal Education Workers • The Learning and Support Team works collaboratively to meet the educational needs of students at risk including cognitive, social and emotional and physical • In 2017 the Bullying Policy was reviewed and re written to incorporate Positive Behaviour for Learning language. This new policy was presented at the PBL Hub meeting along with new processes for incident reporting, lesson delivery and included data collection from community, staff and student surveys
<p>Support for beginning teachers</p>	<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 RAM \$88095.58 	<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

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	377	354	395	391
Girls	372	345	363	362

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.5	91.5	91.3	90.2
8	89.4	90.2	89.7	88.9
9	89.6	89	90.4	88.6
10	87.5	87.6	87.8	87.3
All Years	89.7	89.5	89.7	88.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
All Years	90.5	90	90	89.9

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 2017 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.

Students at-risk or who are below 85% are referred to the Learning and Support team where specific and individualised strategies are discussed, implemented and actioned. Extra-curricular restrictions can be implemented on students who fall below 85% attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

This section is not relevant to Berkeley Vale Campus

Year 12 students attaining HSC or equivalent vocational education qualification

This section is not relevant to Berkeley Vale Campus.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	37.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	14.68
Other Positions	1

*Full Time Equivalent

Berkeley Vale Campus works with our local Aboriginal community to promote social, economic and cultural wellbeing through opportunity, choice, healing, responsibility and empowerment. We are working to implement *OCHRE*, the NSW Government's plan for Aboriginal affairs, to establish partnerships for economic prosperity, support effective Aboriginal community governance and strengthen cultural identity. At Berkeley Vale Campus we are proud to have two teachers and one SLSO identify as proud Aboriginal people.

There was one teacher retirement in 2017.

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	1

Professional learning and teacher accreditation

Professional learning and teacher accreditation are an efficient and comprehensive process at Berkeley Vale Campus. All pre-2004 teachers have prepared for mandatory accreditation in 2018. All post-2004 teachers are either accredited at proficient, maintaining accreditation at proficient or working towards higher levels of accreditation. In 2017, early career teachers were involved in the funded beginning teacher program under the Great Teaching Inspired Learning (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 data analysis and improving strategies for engagement and differentiation were targeted with workshops on increasing staff skill, knowledge and understanding of data analysis, quality teaching and differentiation. The SDDs in 2017 were focused on building teacher capacity in the implementation of Tier 2 Positive Behaviour for Learning, collaborating with college staff in Digital Learning and Technologies and mandatory training in child protection, emergency care anaphylaxis, diabetes, asthma training and excursion requirements.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	434,462
Global funds	263,494
Tied funds	389,576
School & community sources	150,396
Interest	3,842
Trust receipts	28,333
Canteen	0
Total Receipts	835,642
Payments	
Teaching & learning	
Key Learning Areas	60,815
Excursions	48,350
Extracurricular dissections	42,125
Library	3,334
Training & Development	399
Tied Funds Payments	240,643
Short Term Relief	59,593
Administration & Office	60,328
Canteen Payments	0
Utilities	38,387
Maintenance	52,150
Trust Payments	28,741
Capital Programs	0
Total Payments	634,866
Balance carried forward	635,239

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

	2017 Actual (\$)
Opening Balance	0
Revenue	1,586,659
Appropriation	1,359,015
Sale of Goods and Services	25,767
Grants and Contributions	193,805
Gain and Loss	0
Other Revenue	6,630
Investment Income	1,443
Expenses	-1,084,413
Recurrent Expenses	-1,084,413
Employee Related	-413,334
Operating Expenses	-671,080
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	502,246
Balance Carried Forward	502,246

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,057,915
Base Per Capita	118,865
Base Location	0
Other Base	5,939,050
Equity Total	672,122
Equity Aboriginal	54,489
Equity Socio economic	338,533
Equity Language	33,597
Equity Disability	245,503
Targeted Total	915,187
Other Total	649,208
Grand Total	8,294,433

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 Literacy and Numeracy 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

Band	4	5	6	7	8	9
Percentage of students	10.1	15.9	32.3	28.0	8.5	5.3
School avg 2015-2017	8.4	17.3	29.7	27.4	11.4	5.9

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	4.2	12.7	38.6	28.6	11.1	4.8
School avg 2015-2017	2.8	17.8	36.3	24.8	14.1	4.3

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	4.8	13.2	19.6	30.7	27.0	4.8
School avg 2015-2017	5.3	12.6	20.6	32.9	23.9	4.6

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	9.0	33.3	31.8	15.3	9.0	1.6
School avg 2015-2017	7.6	29.1	35.3	18.1	8.7	1.2

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	21.4	31.2	19.5	22.1	3.9	2.0
School avg 2015-2017	23.5	28.4	22.6	18.8	5.2	1.4

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	9.1	13.0	30.5	26.0	17.5	3.9
School avg 2015-2017	11.6	13.5	28.3	29.9	13.1	3.6

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	6.5	18.8	22.7	37.0	13.6	1.3
School avg 2015-2017	4.6	20.5	31.6	29.7	11.7	1.8

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	11.7	25.3	30.5	24.0	5.8	2.6
School avg 2015-2017	12.2	27.1	30.0	19.2	8.8	2.6

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	1.6	13.2	30.2	33.9	13.8	7.4
School avg 2015-2017	1.5	15.9	35.8	28.1	12.3	6.5

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.6	17.3	35.3	34.6	10.9	1.3
School avg 2015-2017	2.2	20.6	39.5	27.3	8.5	1.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands. At Berkeley Vale Campus we have focused on teacher quality through the Great Teaching Inspired Learning actions, and through targeted intervention strategies we have 16.28% of students in the top 2 bands of NAPLAN in Years 7 and 9. The percentage of Aboriginal students in the top 2 bands of NAPLAN was 14.47% Years 7 and 9.

Higher School Certificate (HSC)

Not applicable to Berkeley Vale Campus.

Policy requirements

Aboriginal education

The Aboriginal Education team ensures that professional learning is provided for all teaching and non-teaching staff to build competencies in Aboriginal culture. This was achieved by incorporating the 8 Ways strategies into teaching and learning programs. 8 Ways is also a focus area for inducting new teaching and non-teaching staff to the campus. This initiative strengthens differentiation and cultural awareness. BVC also utilised Senior Education Officers to provide a seminar on the importance of cultural understanding and connections to the community.

BVC employed two SLSOs, increasing cultural connections and strengthening our focus on literacy. The SLSOs utilised the Heather Harvey program and assisted the students in achieving better than all other Aboriginal students for the following sections of NAPLAN. Year 9 – Reading, Writing, Spelling and Numeracy. Year 7 – Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. However, the Aboriginal students were still below the overall National Average.

BVC provides a number of cultural programs including Ngura, SistaSpeak, Dance, TLSC Leadership Day, Koori Games Day, University workshops, iBelieve Program, Insight, Maliga, Acknowledgement of Country Workshops, Youth Indigenous Business Month Seminars, Patrick White Writing Competition, Pelican Touch, GulangFest, Central Coast Academy of Sport Talent Identification Day, Redgum Forest excursion and transition.

The Aboriginal students and their families express satisfaction and that the school values their identity, culture, goals and aspirations. This is done by celebrating their achievements publicly at the Aboriginal Education Awards Ceremony, Ngura Presentation, Reconciliation Assembly, NAIDOC Festival, Personalised Learning Pathways, Junior AECG, Aboriginal Student Leadership Roll Call and the College Aboriginal Education Newsletter.

Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer in the school is to support those members of the school, including staff and students, whom feel that they have been subjected to behaviour or comments that are informed by racist attitudes or beliefs. Only a few incidents were reported during 2017 and they were resolved promptly through counselling. In most instances they were comments uttered in anger and ignorance and oblivious to the effects they may have.

The pro-active welfare programs operating in the school and the professionalism of the staff in creating a safe and inclusive environment for all members of our school community have been the most effective activities in combating racism.

Other school programs

Wellbeing

At BVC we have a strong focus on implementing preventative initiatives. They include programs such as Samaritans, Choice, Girl Talk, Mentoring, Peer Support, Peer Mediation, Rock and Water, PCYC, Police Liaison Officers, Student Voice, Health Men Healthy Relationships, Leadership, Counselling, Welfare Days and Cyber Safety Talk. The Wellbeing Team overhauled the existing Anti-Bullying Policy and incorporated PBL into the new procedure for Preventing and Responding to Student Bullying in Schools. This new procedure has allowed the students to take more control of the situation by using the phrase "Stop, Ignore, Report."

After school Clubs

Music Club is a fun, collaborative space for students who want to explore their passion for music. Students are free to use the school facilities to practise an instrument, work on performance items, form groups and extend their musical repertoire. Two teachers who are experienced performers and musicians supervise the sessions and offer teaching and advice to students as they practise.

Study Access offers a quiet, productive space with the necessary equipment to complete set school tasks on a Wednesday afternoon until 4pm. Study Access allows students to work without interruption within a comfortable and familiar environment while providing opportunities to ask questions of the appropriate staff member/s when available to assist. Students choose when they would like to attend and often comment on the benefit it has provided them with completing their school work to the best of their ability.

Art Club is a hub of creativity every Wednesday after school. Any student from Years 7 – 10 is welcome to attend. There is no cost as all materials are supplied. The club is organised and facilitated by the school Art teachers who specialise and are trained in a range of artmaking practices. The focus is on art competitions, extension work related to class tasks, individual tuition from art teachers and their own artmaking. Students have won several competitions since Art Club was established.

Science Club

Science Club has continued to grow and develop in 2018. The Science faculty have been excited to see familiar faces return alongside a large intake of Year 7 and 8 students. This is one of the exciting aspects of Science Club: older students have the opportunity to act as mentors for the younger students with each bringing different skills and knowledge to the collective. It has been wonderful to see Science Club become a part of the school's culture of extra curricular clubs and the learning community have shown a really positive response to videos of catapults, glow in the dark slime and exploding pumpkins.

Duke of Edinburgh

59 participants completed Duke of Edinburgh in 2017. Students engaged in community programs such as running a preschool Olympics, the Red Shield appeal and Relay for life. Students learned new skills such as cooking, playing a musical instrument and sporting skills. They participated in a range of physical activities both in school and representing local sporting teams. 37 participants began their Bronze Award and 22 students moved onto the Silver Award. Adventurous Journeys were held at Putty and Pretty Beaches.

To ensure equal opportunity, students fundraise money to reduce the costs associated with the Adventurous journeys. The Bronze crew completed their Adventurous Journey with a pack and paddle in the Kangaroo Valley and then some shorter hikes on the NSW South Coast. The Silver crew undertook a road trip adventure from Adelaide to the Red Centre and back.

There was smiles, laughs, tears and sing a longs aplenty as the students achieved their goals, developed lifelong attributes, smashed down barriers, formed new friendships and created some life long memories.

Sport

In 2017 Berkeley Vale Campus successfully participated in a wide range of sports as both a campus and a college. We had some outstanding results at regional, state and national levels in both individual and team sports. Some of these exceptional results included, Sydney North champions in water polo and girls hockey and rugby league Buckley Shield winners. Individually were successful in swimming with nine students representing the region and five students representing the region in athletics and cross country.

Students at Berkeley Vale Campus further participated actively during Tuesday afternoonsport. Students were able to select from over 20 external sports and 15 campus based sports.