2023 Annual Report

Tuggerah Lakes Secondary College Berkeley Vale Campus

8563

Introduction

The Annual Report for 2023 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 Strategic Improvement 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.

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School vision

Berkeley Vale Campus embraces the concepts of inclusivity, accessibility and diversity and provides high quality education to all. Our students are fully supported on their journey to becoming self-motivated learners, confident and creative individuals, fully equipped with the personal resources to maximise their potential and achieve future success and well-being. To provide this quality education, we are committed to identifying students unique needs and planning a response to these needs. At Berkeley Vale Campus teachers can, and will, meet the needs of students through syllabus adjustments, pedagogical practice and success criteria to support every student to demonstrate what they know, understand and can do.

School context

Berkeley Vale Campus is a coeducational 7-10 campus serving the communities of Killarney Vale, Berkeley Vale and Chittaway Bay on the southern side of Tuggerah Lake. Berkeley Vale Campus is part of Tuggerah Lakes Secondary College (TLSC) and is a proud member of the Tuggerah Lakes Learning Community (TLLC). The student population is 853 students with enrolment numbers growing steadily over the last few years. Berkeley Vale Campus has an ICSEA of 948 and a FOEI value of 113. There is a significant enrolment of Aboriginal students and 1% of students have a background where English is an additional language or dialect.

Strong wellbeing processes at Berkeley Vale Campus have a positive impact on academic outcomes for students. This is because their focus and attention is directed towards learning and problem solving rather than dealing with stress, anxiety, or other mental health concerns. Berkeley Vale Campus implements programs that promote positive mental health and students are supported and connected to their school community. This sense of belonging can lead to improved attendance and a greater investment in academic success. Ultimately, prioritising student wellbeing not only benefits the individual, but also leads to a stronger and more successful learning environment for everyone involved.

As a school we support teachers with professional learning that is targeted to meet the needs of our students by directing this learning to match the What Works Best documentation from CESE. It is clear that a focused approach to building capacity in Classroom Management, Explicit Teaching, Differentiation and Formative Assessment will support our efforts in improving student growth and attainment. Explicit teaching and clear behaviour expectations go hand-in-hand and we can see clear connections between the work we do as a Positive Behaviour for Learning school and the value of clearly defined learning expectations that are regularly reflected upon through formative assessments. Our students have told us that they want to be challenged and so our differentiation approaches will need to focus on both supporting students with additional needs and on extending able learners within all classrooms. Our community has told us that they value Aboriginal perspectives and local knowledge and our teachers have indicated more professional learning is needed for them in this space to support their practice.

Improvement has been made in the quality of teaching and learning practices at our school, particularly with regards to supporting students with additional needs and to grow the achievement of students in the lower bands of NAPLAN. Students are meeting school-based and Department determined targets to demonstrate 'high performance' and in continuing to build teacher capacity in the use of targeted literacy and numeracy strategies, teachers are creating lessons that will contribute to greater student achievement and engagement especially when this is amplified through the use of Berkeley Vale Campus teacher collaboration and coaching model to drive explicit teaching.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, teachers will support students to achieve their educational potential through high expectations and effective, explicit teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching
- Classroom collaborations
- Aboriginal Academic Attainment

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Low level adjustment for disability

Summary of progress

Throughout 2023, a series of five staff meetings were planned and executed, with a primary focus on enhancing literacy, numeracy, data interpretation, and fostering collaborative practices. This consistent engagement has empowered staff members to critically reflect on their teaching methodologies, adopt innovative strategies, and seamlessly integrate collaborative approaches into their daily routines. Each professional development session was crafted to include dedicated workshops on literacy and numeracy, designed to spotlight key student skills and provide tailored teaching techniques. Furthermore, in a proactive move towards fostering collaboration, staff members were paired with a collaboration buddy or buddies. This partnership extended beyond the professional development sessions, as staff invited their collaboration buddy into their classrooms between sessions to observe and provide constructive feedback on the implementation of literacy and numeracy strategies. As we transition into 2024, there will be a restructuring of the staff meeting format. In the upcoming year, each term will feature a comprehensive meeting encompassing both Literacy and Numeracy. This new structure will maintain the invaluable practice of staff observing and providing feedback on the explicit teaching of literacy and numeracy strategies, thus ensuring continued professional growth and student success.

The Aboriginal Education Team reflects on the significant strides made in enhancing the educational experience of Aboriginal and Torres Strait Islander (ATSI) students. The team's commitment to fostering a culturally sensitive and supportive environment is evident in the successful development, implementation, and monitoring of the Intervention Literacy and Numeracy program in 2023. Through a meticulous selection process based on data, teacher referrals, and self-referrals, students engaged in a comprehensive curriculum encompassing Reading Boxes, Building Foundations Boxes, Writer's Toolbox, NAPLAN practice tests, maths cards, and online math resources. The establishment of a culturally safe space facilitated meaningful interactions between staff and students, creating an atmosphere where students felt comfortable asking questions. Despite time constraints, the program yielded remarkable results, with a notable increase in academic achievement. Year 7 students NAPLAN results ranged from 83% to 95%, while Year 9 students ranged from 55% to 76% in the top 3 bands of NAPLAN across all five categories. Furthermore, 96% of Year 10 students successfully completed the Minimum Standards tests on their first attempt. Looking ahead to 2024, the team envisions an even more effective program with scheduled lessons, upskilling of Aboriginal School Learning Support Officers (SLSO), and the potential use of outdoor areas for larger groups. A lunchtime drop-in centre will be established for tutoring, providing students with additional opportunities for assistance. The team aims to cater to diverse learning preferences through surveys, offering options such as one-on-one tutoring, in-class support, and small group sessions. A dedicated period for each year group to access assistance, along with initiatives like times tables competitions and improvement rewards charts, underscores the team's holistic approach to fostering educational growth and preserving cultural identity.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

All students can demonstrate numeracy growth and achievement from Term 1 to Term 4 using PAT as a key data point.	PAT data has demonstrated positive growth in all year groups from Term 1 to Term 4
	Year 7: 83% of students had positive growth
	Year 8: 93% of students had positive growth
	Year 9: 81% of of students had positive growth
	Year 10: 86% of student has positive growth
All students can demonstrate reading growth and achievement from Term 1 to Term 4 using PAT as a key data point.	PAT data has demonstrated positive growth in all year groups from Term 1 to Term 4
	Year 7: 79% of students had positive growth
	Year 8: 94% of students had positive growth
	Year 9: 88% of of students had positive growth
	Year 10: 81% of student has positive growth

Strategic Direction 2: Consistency of teaching practice and high expectations

Purpose

Differentiation is planned with a dedicated response to every student's needs. Through the use of formative assessment, technology and consistent behaviour management strategies, student outcomes will be improved. Teachers are committed to identifying, understanding and implementing the most effective explicit behaviour management methods, with the highest priority given to evidence-based strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- The 5 Elements of Differentiation
- Positive Behaviour for Learning

Resources allocated to this strategic direction

Socio-economic background
Low level adjustment for disability
Professional learning

Summary of progress

Berkeley Vale Campus developed and committed to a 4-year project that is an integrated approach to quality teaching, curriculum and assessment and focuses on learning and teaching excellence. The project concentrated on current educational research and evidence-based best teaching practices and collaboratively worked with the whole school community to ensure every student's pathway was successful. During two school development days and professional learning meetings in Week 6 of each term, professional learning was delivered on differentiation. In 2023, the differentiation team focused on the second and third elements of differentiation content and process, with a particular focus on writing teaching and learning programs, quality annotations on teaching and learning programs, 3-part lesson plans and using NESA verbs to select program content. Collaboration and sharing of good practice was also built into the meeting schedule through faculty and staff presentations. In 2024, the differentiation team will deliver learning from the fouth element of the differentiation product, focussing on formative and summative assessment.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge and most students can articulate their learning and understand what they need to learn next to enable continuous improvement.	As evident in post-professional learning surveys, 98% (51 of 56) of teachers are confident in writing learning intention and success criteria, and 80% regularly engage with success criteria during and at the conclusion of the lesson. 100% of staff are confident in writing a teaching and learning program, and 78% are confident to make data-informed adjustments to differentiate contact and process based on students in their class.
A school-wide approach to effective and positive classroom management is evident and support is provided to teachers where needed, ensuring optimum learning.	The introduction of a Head Teacher Behaviour and Support, as well as a dedicated team to in-class support has shown that BVC has an effective and positive classroom management. Learning data from PAT testing, NAPLAN and HSC Minimum Standard testing demonstrates high value adding growth across the school, ensuring that learning is optimised across the school.

Strategic Direction 3: Wellbeing and support for learning

Purpose

All staff are committed to nurturing, inspiring and challenging students to find success through targeted learning support initiatives and improved student attendance. Teacher-student connections provide students with a sense of belonging and promote student wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A comprehensive and innovative Wellbeing Scope and Sequence
- Learning support
- Attendance

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Low level adjustment for disability
Student Support Officer

Summary of progress

In 2023, our Wellbeing team developed a Wellbeing Curriculum based on comprehensive evidence-based research. By thoroughly investigating Department Wellbeing policies, the PDHPE syllabus, and the latest research in high school Wellbeing programs, we established a strong academic foundation to guide our curriculum development. We expect positive changes from this initiative, such as consistent Wellbeing education, which we began implementing through collaborations with Year Advisers, presentations, and workshops. Looking ahead to 2024, we plan to request a detailed outline of the Wellbeing day to effectively map out the skills and progressions taught to the students and undertake pre and post wellbeing day surveys aligned to aspects in TTFM.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance across the school will increase from 54.8% attending 90%+ of the time to 66.7% or higher to meet the school's 2022 upper-bound systemnegotiated target.	The number of students attending greater than 90% of the time or more has increased by 17%
TTFM Student Data to improve from a baseline of 62.8% to approach the upper-bound system-negotiated target of 72.3%, specifically targeting students' sense of belonging	76.8% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating achievement of this school-based progress measure.

Funding sources	Impact achieved this year
Integration funding support $274,540.00	Integration funding support (IFS) allocations support eligible students at Tuggerah Lakes Secondary College Berkeley Vale Campus in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Students with Integration Funding Support accessed Student Learning Support Officers, who are a team of flexible and motivated staff passionate about the care and support of young people. These staff members assist students in a variety of ways such as: - Meeting with students in the morning to go over their timetable and ensure they are equipped for the school day. - Working with students in class to help them understand teacher instruction. - Differentiation of tasks to make them more accessible for students with specific learning needs. - Supervised time out breaks with activities and opportunities to talk and seek advice. - Withdrawal support for 1 on 1 help with learning. This support helps to improve learning and wellbeing outcomes for students with disabilities, learning and behaviour needs and gives them more equitable access to the opportunities provided by our school. **After evaluation, the next steps to support our students will be:** To ensure all support is specifically tailored to the needs of each individual student and allowing the students to have more of a say in how they are supported at. This can be achieved by ensuring Individualised Education Pathways (IEPs) are well documented and regularly reviewed in consultation with students and their carers.
Socio-economic background $484,114.16	Socio-economic background equity loading is used to meet the additional learning needs of students at Tuggerah Lakes Secondary College Berkeley Vale Campus who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching • Classroom collaborations • The 5 Elements of Differentiation • Positive Behaviour for Learning • A comprehensive and innovative Wellbeing Scope and Sequence • Learning support • Attendance **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through differentiation, literacy and numeracy programs to support student learning • employment of additional staff to support literacy and numeracy program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement **The allocation of this funding has resulted in the following impact:**

Socio-economic background $484,114.16	This funding ensured all students had the opportunity to participate in learning experiences, excursions and extra-curricular activities regardless of socio-economic background. Learning Intentions and Success Criteria (LI & SC) are embedded in teaching and learning programs, allowing students to know learning expectations. Learning Environments have been equipped to cater for students needs and modifications made to cater for sensory needs. Explicit behaviour lessons saw a decrease in negative referrals for the targeted behaviour. **After evaluation, the next steps to support our students will be:** Consolidation and refinement of PBL systems for Tier 2 and Tier 3. The differentiation project will focus on the elements of content, process and product.
Aboriginal background $125,733.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tuggerah Lakes Secondary College Berkeley Vale Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A comprehensive and innovative Wellbeing Scope and Sequence • Attendance **Overview of activities partially or fully funded with this equity loading include:** • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in the following impact:** The percentage of students performing in the top bands for reading and numeracy exceeded similar school groups and state averages. Employment of specialised Aboriginal staff to support students in a culturally sensitive manner and improved communication between the school and home. **After evaluation, the next steps to support our students will be:** A member of the Aboriginal Education Team to be present in all meetings with students and their families for example: Student Growth Conferences, PLPs, Behaviour Support, Suspension. All Aboriginal and Torres Strait Islander families will have direct communication with a member of the Aboriginal Education team. All Aboriginal and Torres Strait Islander students will meet regularly with their Ngiyang mentor to discuss their PLP goals. Provide culturally appropriate programs and activities for the students to develop their knowledge and understanding of Aboriginal culture and develop their own sense of identity. Clontarf Academy will start in 2024 to further support aboriginal Boys.
English language proficiency $26,139.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Tuggerah Lakes Secondary College Berkeley Vale Campus. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this equity loading include:**

English language proficiency $26,139.00	**The allocation of this funding has resulted in the following impact:** The EAL/D learning progressions helped teachers design and adjust lessons to enhance language, literacy, and numeracy development for individual students. **After evaluation, the next steps to support our students will be:** Continue to build teacher knowledge and skills around the EAL/D progressions through targeted professional learning and engagement in the Central Coast EAL/D network. With the use of the Deadly Dialects eLearning program, we hope that teachers may better comprehend Aboriginal English and the effects of bidirectional awareness and code-switching while also addressing the bidirectional requirements of their pupils.
Low level adjustment for disability $340,637.82	Low level adjustment for disability equity loading provides support for students at Tuggerah Lakes Secondary College Berkeley Vale Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Classroom collaborations • The 5 Elements of Differentiation • A comprehensive and innovative Wellbeing Scope and Sequence • Learning support **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** The learning and support programs expanded to offer an online curriculum for students unable to attend school face to face. A brand new Learning Centre has been built and is supporting students daily with learning and wellbeing. The ConnectEd program is in a trial phase. **After evaluation, the next steps to support our students will be:** Our focus for the future is to refine processes for ConnectEd.
Professional learning $78,588.04	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tuggerah Lakes Secondary College Berkeley Vale Campus. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching • Classroom collaborations • Positive Behaviour for Learning **Overview of activities partially or fully funded with this initiative funding include:** **The allocation of this funding has resulted in the following impact:**

Professional learning $78,588.04	Professional learning sessions focusing on differentiation, literacy, and numeracy had a significant effect on NAPLAN scores. The offered professional development not only improved teacher satisfaction but also enhanced their knowledge and understanding, as evidenced by the Tell Them From Me data, which rated teacher collaboration and learning at an impressive 8.1 out of 10. **After evaluation, the next steps to support our students will be:** Increase teacher collaboration that is motivated and driven by expert advice, to learn, develop, and enhance teaching practise for continued student progress and accomplishment. Collaborative and applied professional learning strengthens teaching practice.
COVID ILSP $210,022.04	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** **The allocation of this funding has resulted in the following impact:** The COVID ILSP was dedicated to bolstering students' fundamental literacy and numeracy skills. With 188 students participating, the program's small group tutorials played a pivotal role in bridging the gap between foundational skills and classroom curriculum. Remarkably, 94% of Year 10 students successfully achieved their minimum standard credentials in all three domains, demonstrating the program's efficacy in enhancing academic outcomes. **After evaluation, the next steps to support our students will be:** Following the evaluation, Berkeley Vale Campus is committed to building upon its strong foundation in literacy and numeracy while also exploring innovative avenues to enhance student learning. This could entail the introduction of novel programs or initiatives geared towards areas such as digital literacy and critical thinking skills, equipping students with essential competencies for navigating the complexities of the modern world. In summary, the COVID ILSP program at Berkeley Vale Campus was a comprehensive and highly effective initiative in supporting students. Through targeted interventions in literacy and numeracy, professional development opportunities for educators, and collaborative team-teaching approaches, the ILSP team significantly bolstered academic achievement within the school community.
Student Support Officer $99,516.00	These funds have been used to support improved outcomes and the achievements of staff and students at Tuggerah Lakes Secondary College Berkeley Vale Campus **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Attendance **Overview of activities partially or fully funded with this Staffing - Other include:** • Facilitation of proactive programs for student wellbeing **The allocation of this funding has resulted in the following impact:** The school has introduced a program called "The Drop" aimed at supporting students in attending school regularly. Through the use of attendance monitoring systems, students are identified and offered the opportunity to participate in The Drop initiative. Each morning, a designated number of

Student Support Officer $99,516.00	students are picked up from their homes, provided with breakfast, and have the chance to check in with the school's well-being staff. On average, this program serves around 10 students every morning, ensuring they have the necessary support to start their day positively and engage effectively in their education. **After evaluation, the next steps to support our students will be:** The Drop will continue in 2024 with the team being expanded to incorporate more staff.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	386	416	436	436
Girls	417	413	403	405

Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.5	87.6	82.3	87.5
8	90.6	85.8	78.5	83.3
9	91.0	84.1	78.8	81.3
10	90.7	82.9	76.1	83.7
All Years	91.7	85.2	79.1	84.0
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
All Years	89.8	86.2	81.7	84.0

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

* Families evacuating and relocating due to NSW floods

* Sick students staying at home until a negative COVID-19 test was returned

* Household members testing positive to COVID-19

* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	NA	NA	NA
Employment	7.9	NA	NA
TAFE entry	1.59	NA	NA
University Entry	NA	NA	NA
Other	2.12	NA	NA
Unknown	NA	NA	NA

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	41.03
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	189,878.28
Revenue	12,620,277.66
Appropriation	12,263,420.40
Sale of Goods and Services	31,605.12
Grants and contributions	311,149.01
Investment income	10,660.50
Other revenue	3,442.63
Expenses	-12,362,313.81
Employee related	-10,849,388.81
Operating expenses	-1,512,925.00
Surplus / deficit for the year	257,963.85
Closing Balance	447,842.13

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 **SBAR Adjustments** ($)
Targeted Total	248,134
Equity Total	976,624
Equity - Aboriginal	125,733
Equity - Socio-economic	484,114
Equity - Language	26,139
Equity - Disability	340,638
Base Total	8,804,627
Base - Per Capita	227,759
Base - Location	0
Base - Other	8,576,868
Other Total	1,131,674
Grand Total	11,161,059

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.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Berkeley Vale Campus provides multiple opportunities for the student body and parents, caregivers to express and communicate with the school. We encourage all families to provide feedback at any time through email.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.