

Beecroft Public School Annual Report



2016

Introduction

The Annual Report for 2016 is provided to the community of Beecroft Public School 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.

Tanya Rose

Principal

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Message from the Principal

Beecroft Public School is a proud public school with strong links to the local community. The school has a strong culture of excellence where every child is challenged and guided to strive for and achieve their own personal best. Beecroft Public School, in conjunction with our supportive school community, provides many opportunities for students to develop and maximise their learning, leadership and civic responsibilities.

Beecroft Public School has a collective focus on delivering evidence–based teaching and learning programs that enhance student engagement and achievement. Students, staff and the community work in synergy supporting this goal. The PBEL values of respect, responsibility, excellence and participation underpin the positive learning culture.

The dedicated staff at Beecroft Public School work together to nurture and encourage each student to achieve their own personal best. Teachers lead each other as learners and engage in quality professional learning that ensures learning is visible to students and that assessment is used to guide and inform teaching for every student.

Our students are passionate and conscientious learners who embrace the many in–school and extra–curricula opportunities afforded to them. Students care about each other and the world they live in. The students and school are supported by the community. The support and dedication of parents and the broader community is felt each and every day.

It is evident that the staff, students and the community of Beecroft Public School are a passionate and invested team who partner to enable learning. This partnership allows everyone to flourish and, most significantly, our children to thrive, succeed and connect effectively with the world around them.

I thank students, staff, parents and the community for their positive partnership with Beecroft Public School.

Mrs Tanya Rose

Message from the school community

P&C President's Report

This has been my third year at Beecroft Primary School as P&C President. It has been a great year for the students, the school and the greater Beecroft community, culminating in our wonderful Multicultural Fair in October.

We have a fabulous principal, school executive, great teachers and wonderful office staff at our school, and the P&C is afforded an important relationship with the school. Thank you to our principal Mrs Rose, who has had such an active role in our P&C and for her vision, drive and care in pushing our school to meet its full potential for our children. Thank you to all the other teachers and administration staff, who have allowed the P&C to play an active part in this wonderful school.

Our P&C at Beecroft Primary School aims to promote the interests of the school by bringing parents, students and teaching staff into close co-operation, assist in providing facilities and equipment to the school and promoting the recreation and welfare of the students at the school, and encourage parent participation in the curriculum.

The P&C met these objectives, due to the strong ongoing P&C integration, built up over many years, and most importantly by the many parent volunteers, who have given their time and efforts to make our great school even better.

The P&C oversees many things within the school including the canteen, uniform shop, arts and crafts, BOOSH, events and fundraising, traffic issues, and greening our school. All these activities run smoothly and provide a great service to both the school children and also their parents. They also contribute to the overall fundraising of the P&C. A very big thankyou to the all the subcommittee conveners Belinda Varndell (Canteen), Chris Parrish (BOOSH), Sherri Cooper and Helena Coulson (Uniform Shop) and Maret Fraser (Arts & Crafts).

This year the P&C continued to spend its funds on the following projects at Beecroft Public School; replacement air conditioning (\$30,000), new interactive whiteboards \$18,000, MultiLit Program (\$10,000), Science Syllabus Equipment (\$20,000) and Replacement IWB's (\$30,000). All these projects have made a significant impact on the learning experience and environment of our children. P&C funding plays a huge role in providing our children with current technology but also in comfortable learning environment.

The P&C also organised many events during the year, to introduce people to the school through orientations and welcomes, as well as social activities to provide opportunities for students and their parents to come and spend time socially together at the school.

The P&C is co-ordinated by an executive of elected volunteer parents from the school. These include office bearers; Melanie Hogan and Lyndal Boyle (Secretary), Gary Tyzack (Treasurer), Libby Moore (Vice President and Class Parent Coordinator) and Melissa White (Vice President). We also have executive members Ann Cunningham, Jenine Ryle, and Astrid Rath.

A very big thankyou to Gary Tyzack, who is stepping aside after three years in his role. Gary has done a fabulous job over the last three years in making the treasury role so organised, introduced a new accounting system for all our P&C subcommittees, and taken all our payments online. Gary's experience and diligence has meant our finances and the way we do transactions are running smoothly and efficiently and are all ready for our new treasurer.

A very big thankyou to Libby Moore, our class parent VP, who has been involved in nearly everything this year, including an incredible amount of work for and during our Multicultural Fair. Without Libby all the morning teas and small things around the school would not have been done. A big thank you also to Ann Cunningham who has supported Libby in her VP role.

Also a special huge thank you to Fiona Burton who was the brains and energy for the organisation and execution of our wonderful Multicultural Fair.

Thank you to all of the P&C executive for your commitment to our children, through all your time and effort. Your time and effort although it maybe not always seen or acknowledged makes a huge difference to the social fabric that makes our school a special school.

To those who leave our wonderful school we wish you and your children all the best in their next stage of learning.

I also say farewell from my presidents' role. I have loved my role as president but must step down as I have served my maximum three years as president. It has been a fabulous role and I have enjoyed all the interactions with the school, the parent body and also the children. It has been rewarding for me to be part of this great P&C team. I look forward to continue working within the executive team and helping provide the beneficial activities and projects that grow our school community as a whole.

We at Beecroft Primary School are blessed to have such a wonderful school for our children to learn and grow. Thank you to all the parents who have made this school even better through their willingness to help, their time and energy in supporting all the P&C activities. Whether in the Canteen, as Class Parents, in the Uniform Shop, at working bees, or all the other social events run this year, for making each of these so successful.

As wonderful as the executive team has been, we do need new faces. Some of our executive have served the school for nearly ten years and will only be with us for another year. The social events and fund raising events that are part of our school year, only occur because a few people have ensured that they happen.

One of our key areas to work on is bringing new people into the P&C, so that our P&C continues to grow and function, bringing new ideas and fresh energies to its different functions. All roles are within the skill sets of all parents so that they can help build this school.

I look forward to our school parent body increasing and continuing to support the school with their time and effort.

Ben McSweeney –P&C President

School background

School vision statement

Becroft Public School holds high expectations for student learning in an environment which values inclusion and connectedness within the whole school community. Students will strive for, celebrate and value high levels of personal success by being highly engaged learners and through self-regulation of their learning, which is guided and supported through quality teaching. Dynamic teachers work in collaboration to provide challenging, innovative and supportive learning environments to meet the needs of all students.

School context

Becroft Public School is located in the Macquarie Park network with a student population of 835, including 55% who have English as an additional language or dialect. The school has two opportunity classes for gifted students.

There is an emphasis on the development of differentiation across the curriculum, creative and performing arts and a focus on sustainability and environmental education.

Parents and the community are actively involved in our students' education, support school programs and are proud of their school's achievements. The school has a proud record of high academic achievement across all Key Learning Areas.

The school also offers a wide variety of extra curricula activities, many of which are organised through the P&C Arts and Crafts programs, our Band program as well as extension activities within the Key Learning Areas.

The broad base of educational opportunities offered at Becroft Public School contributes significantly to the lifelong learning of our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

In the domain of Learning, there has been a committed approach to develop rich learning experiences, allowing students to flourish.

K-6 programs were developed to promote positive mental health and well-being that underpin academic success and support the development of healthy, happy, successful and productive individuals. The school encourages students to recognise and respect cultural identity and diversity.

Programs and processes were developed to identify student learning needs, achievements and areas for growth in numeracy. This was supported by teachers reflecting on their teaching and learning programs, through proactive professional dialogue in allocated professional learning time.

A focused approach for the implementation for the new Geography syllabus was supported through whole school professional learning and the development of a scope and sequence.

As a school, we continue to grow and develop in our analysis of school performance data to monitor, track and report on student performance. We are working towards using PLAN and SMART data consistently to track students learning across the curriculum.

In the domain of Teaching there has been commitment to implement high quality teaching and leadership practices.

Teacher professional learning has focused on developing high quality teaching and learning programs. Evidence-based teaching strategies, collaboration and visible learning pedagogy which has driven high student engagement and improved outcomes in student learning and wellbeing.

There has been a particular focus on improved teaching methods in numeracy and other curriculum areas, with professional learning activities targeting differentiation and data analysis that informs teaching and learning programs.

At Beecroft Public School there are explicit systems for collaboration and feedback to sustain quality teaching practice. The implementation of Instructional Rounds and PDPs has provided a platform for effective collaboration, encouraging the sharing of successful and innovative teaching practices and a system of teacher appraisal and feedback.

The school has focused on building leadership capacity by drawing on the expertise within its staff.

In the domain of Leading, our priority has been to promote a shared vision for continuous improvement through the ongoing implementation of an innovative school plan based on a thorough analysis of student assessment data, feedback from all stakeholders and current research. A key component has been the continued development of a shared vision for all staff, students and community and this has included the promotion of distributed leadership. The provision of a variety of leadership roles has seen staff working collaboratively in planning and delivering a wide range of professional learning activities to enhance teaching, student engagement and performance. As a result, there is a strong culture of teamwork, collaboration and professional growth of all staff. Organisational structures and financial and physical resourcing support the advancement of this shared vision as articulated in the school plan.

Our self-assessment 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

The Learner – Confident, resilient, self-regulated and engaged learners

Purpose

At Beecroft Public School all students' learning is maximised through visible and differentiated processes. Students will strive to be critical and creative thinkers connected to their learning. Positive environments will encourage high levels of self-esteem, well-being and pride in personal achievements.

Overall summary of progress

Differentiation

In 2016, Targeted Early Numeracy (TEN) had a significant effect on all teachers, with 83.4% of teachers rating it as a highly effective professional learning that had a direct impact on the teaching and learning of students within their classroom. Teachers outlined the benefits of the program on their pedagogy and how it has completely reshaped the way they teach mathematics.

K–2 teachers were exposed to a new way of differentiating for their students' needs, and teachers were taught how to accurately identify those needs. All K–2 classrooms were equipped with mathematics resources, and given demonstrations on how to use these resources in their daily practice. Staff were given opportunities to collaboratively plan as a stage, and develop meaningful, relevant programs for our students (based on their needs). Staff were also able to develop consistent teacher judgement, through professional learning and collegial discussions. This created consistency in our assessment and reporting, throughout K–2. Teachers were given opportunities to be released to observe their colleagues teaching mathematics lessons and give supportive feedback on their grouping and differentiating strategies in mathematics.

Visible Learning

In 2016, the Visible Learning team enhanced the school's engagement in research, through reading, discussing and trialling strategies identified in Dylan William and Siobhan Leahy's text Embedding Formative Assessment. From the research, teachers trialled and implemented formative assessment and visible learning strategies to enhance student ownership of their learning and student engagement. Tell Them From Me data demonstrates that 80% + of students now set goals for their learning. Teacher's confidence and competence has increased through learning pods and professional learning. This is evidenced through professional learning surveys which found that 66% of staff rate their confidence in visible learning 8–10 out of 10 and 54% of staff rate their competence in visible learning 8–9 out of 10.

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">• 90% of students achieve their cluster expectations on the numeracy continuum.• 100% of classrooms will have evidence of one or more of the following high yield practices; learning intentions, success criteria, 'bump it up' walls, anchor charts and opportunities for self, peer and teacher feedback.	<p>K–2 teachers participated in TEN professional learning. As a result, teachers felt confident and proficient in differentiating teaching and learning experiences in numeracy. Data was entered on a five weekly cycle and reviewed. As a result 99% of Kindergarten, 93% of Year One and 94% of Year Two are working at, or above grade expectation in numeracy.</p> <p>Through engaging in research, staff have a greater understanding of visible learning and formative assessment practices. 100% of classrooms have evidence of high yield practices, as demonstrated through Instructional Rounds data.</p> <p>To enhance teacher's understanding and build capacity to implement and embed visible learning practices, teachers participated in professional learning and learning pods. As a result, teachers</p>	<p>TEN Professional Learning and Resources – \$24 210</p> <p>Professional Learning (\$3225.00)</p>

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">• 90% of students achieve their cluster expectations on the numeracy continuum.• 100% of classrooms will have evidence of one or more of the following high yield practices; learning intentions, success criteria, 'bump it up' walls, anchor charts and opportunities for self, peer and teacher feedback.	are implementing learning intentions, success criteria and all student response systems.	

Next Steps

Differentiation

The practices exhibited in K–2 in numeracy need to be a focus for 3–6 classrooms, through staff participating in Building Blocks professional learning. Also, all K–6 staff will participate in Formative Assessment In Action where they have the opportunity to discuss assessment, for, of and as learning and plan next steps in teaching. The entering of PLAN data will occur across K–6, in numeracy. A whole school approach of examining SMART data will occur in 2017.

Visible Learning

In 2017, staff will continue on the visible learning journey to consolidate and extend practices trialled in 2016. In identifying clear learning intentions and success criteria, developing a deeper understanding of explicit feedback and developing a whole school culture of a growth mindset. Students will continue to develop their ability to set achievable goals, reflect on their own achievements and participate in self and peer assessment activities.

Strategic Direction 2

The Teacher – High quality, collaborative leaders of learning

Purpose

At Beecroft Public School staff will enhance their practice through collaboration and self-reflection to develop a deep knowledge and understanding of research-based pedagogy. Quality teaching and learning programs will meet the needs of all learners. The capacity of staff will be built to lead, share expertise and inspire others.

Overall summary of progress

Collaborative Practice

Throughout 2016, the Collaborative Practice team focused on developing a whole school culture of collaborative practices which enhanced teachers' pedagogy along with reflective and self-regulatory practice. The implementation of Instructional Rounds and PDP's provided a platform for effective collaboration, encouraging the sharing of successful and innovative teaching practices and a system of teacher appraisal and feedback.

Instructional Rounds acted as a tool to build capacity of effective pedagogy through collaboratively working with a Community of Schools to provide a baseline and on-going data for pedagogical improvement. The Problem of Practice aligned to Strategic Direction One, The Learner, under the Visible learning project. Participants identified what evidence was there that learning is being made visible to students at Beecroft Public School

The following data was collected:

- At least one visible learning practice was evident in 100% of classrooms that participated in Instructional Rounds.
- In most classrooms there was evidence of learning intentions and success criteria and all student response systems.
- A third of classes visited had evidence of growth mindset.

The implementation of Instructional Rounds at Beecroft Public School resulted in 85% of teachers believing that Instructional Rounds positively impacted student learning and enhanced their own teaching capacity. 94% of teachers believed that the Instructional Rounds process provides quality whole school evidence that directs future learning.

The embedded systems of collaboration and self-reflection resulted in 97% of teachers completing their PDP's and 85% of teachers believing that the collaborative practices and products implemented were highly effective. This quality feedback and support from colleagues led to continued improvement in the quality of teaching practice, therefore having an impact on the teaching and learning of students.

Effective Classroom Practice

In 2016, the Effective Classroom Practice team looked at the teaching and learning programs and practices that reflected the new syllabus documents. This was achieved by professional learning in mathematics, geography and history. This professional learning was further supported through stage planning days where teachers created programs using the new syllabus documents.

100% of teaching staff indicated that stage planning days were of high value, 88% of teaching staff indicated that stage planning days had a high impact on the classroom program and 93% of teaching staff indicated stage planning days enabled quality time to collaborate with peers (high rating).

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">• Evaluation of goals in PDPs.• Embedded systems of collaboration and self-reflection are evident and focus on student and school improvement.• Teaching and learning programs and practices reflect the new syllabus documents	<p>To enhance teachers understanding and a build a culture of reflective practices, Beecroft Public School participated in Instructional Rounds through a community of schools. 100% of classroom that participated demonstrated a visible learning strategy.</p> <p>Teachers have supported all collaborative practice</p>	<p>Instructional Rounds – \$7 670</p> <p>Stage Planning Days – \$ 12 500</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
along with Department and NESAs requirements. • PDPs reflect a greater understanding of the Australian Teaching Standards.	opportunities and valued them as highly effective, these included PDP observations, Instructional Rounds, and Stage Planning days. The Effective Classroom Practice team introduced the geography syllabus through professional learning and developed a HSIE scope and sequences aligning to NESAs and Department requirements.	

Next Steps

Collaborative Practice

In preparation for pre 2004 teachers, automatically transferring over to proficient in accordance to the Australian Teaching Standards professional learning will occur to build teachers understanding regarding the standards. Collaboratively working with the Community of Schools in Instructional Rounds will continue as ongoing baseline data will be collected and evaluated.

Evidence collected from Instructional Rounds allowed for evaluation of professional practice to develop and maintain a pedagogical problem solving culture. Through the collation of the data, the following goals have been established for 2017, ensuring that professional practice is developed and maintained through a pedagogical problem solving culture:

- Embed and extend learning intentions and success criteria.
- Develop understanding of explicit feedback to inform next level of learning.
- Develop growth mindset and metacognition.

Effective Classroom Practice

In continuing to support teachers to develop teaching and learning programs that reflect the Department and NESAs requirements a K–6 mathematics and a PD/H/PE scope and sequence will be developed in consultation with staff. To continue to build collaborative opportunities a 'Quality Teaching and Learning Program', aligning to the Australian Teaching Standards document will be developed to ensure teachers are meeting requirements for programming along with the opportunity to reflect on programming in alignment to the standards.

Strategic Direction 3

The School Community – Inclusive, respectful and connected relationships

Purpose

All members of the school community build constructive, respectful and positive relationships within and beyond the school. Connections and wellbeing will be fostered through active participation in an inclusive school environment.

Overall summary of progress

KidsMatter

Throughout 2016 the KidsMatter Team has focused on raising whole school community awareness of the importance of promoting positive mental health and wellbeing for our students to ensure their current and future academic success, along with supporting the development of healthy, happy, successful and productive individuals. The implementation of Take 5 for KidsMatter was an effective tool in reaching students, teachers and parents/carers. Staff meetings, newsletters and explicit Take 5 for KidsMatter lessons were implemented in 2016 to develop a shared language and understanding of positive mental health strategies. 89% of teachers incorporated the Take 5 initiative into the weekly lessons and 85% of teachers believed Take 5 for KidsMatter had a positive impact on the children's mental health and wellbeing.

The KidsMatter Team also conducted professional learning sessions on developing teacher capacity to help children with mental health difficulties engaged with the curriculum. 85% of teachers stated they now had an in depth understanding of these issues and felt equipped to respond to and support these students using the school's policies and procedures.

The KidsMatter Team has continued to promote an inclusive and supportive learning environment through the successful implementation of Take 5 for KidsMatter, Harmony Day, NAIDOC week and the promotion of Mental Health month. In the Tell Them From Me survey 81% students indicated they had a high sense of belonging and 92% students stated they had positive relationships at school. 86% of parents felt that their child was safe at school.

Connectedness

The data collected from the Tell Them From Me Survey indicated 65% of parents are informed about their child's social and emotional development and 86% of parents felt that their child is safe at school. To build upon this the Connectedness Team held a Targeted Early Numeracy (TEN) Information Evening. 99% of parents who responded to the evaluation from the evening indicated that they felt confident as to what was occurring in their child's classroom with regards to mathematics. Parents and carers also indicated from the evaluation key messages from the evening:

- Teachers are well trained in the teaching of numeracy
- Students are exploring mathematics through engaging and differentiated activities.
- Beecroft Public School is committed and enthusiastic in the teaching of mathematics
- Numeracy is a part of everyday life

The Connectedness Team also worked with the P&C to ensure the smooth running of the Multicultural Fair, volunteers morning tea and school working bees.

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">• 90% of students report positive engagement in school welfare based programs in Tell Them From Me (TTFM).• Regular, high quality and needs-based parent/carer information sessions are held on topics related to student wellbeing, success, progress and	<p>The Connectedness team engaged the parent community through a running parent information session on Target Early Numeracy, along with supporting the running and organisation of the Multicultural Fair.</p> <p>The KidsMatter team developed a K-6 program, Take 5. 94.2% of teachers reported that the Take 5 program had a positive impact on students mental</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
achievement in learning. • Students, teachers and parents have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing.	health and wellbeing.	

Next Steps

KidsMatter

Evidence and reflections from the KidsMatter journey in 2016 established the following future directions. The continuation of the Take 5 for KidsMatter initiative to further develop shared knowledge and dialogue around children's mental health and wellbeing across the whole school community. Friendly School's Plus will be implemented across the whole school to embed the explicit and systematic teaching of social and emotional learning capabilities. Friendly Schools' Plus will further be strengthened by communicating with parents on children's wellbeing and mental health issues through newsletter items, website posts and parent information forums. The revision of the school's anti-bullying policy will also occur with it reflecting current research and effective practices to reduce the incidence of bullying at Beecroft Public School. This will involve consultation and the sharing of current research with parents, staff and students.

Connectedness

As part of the Strengthening Family and Community Engagement funding the Connectedness team will investigate opportunities to enhance community engagement. This will involve a working party developing a proposal for an upgrade of the school playground along with developing systems and processes for communicating with parents and carers who speak a language other than English.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Personalised Learning Plans were developed for each Aboriginal student in consultation with the class teacher, Learning and Support Team, parents and students. Plans identified individual goals and were supported by additional School Learning and Support Officer time. The Personalised Learning Plans were reviewed.</p> <p>Student's from the Student Representative Council along with Aboriginal students participated in a workshop with the Aboriginal Education Officer. In this workshop students collaboratively wrote Acknowledgement to Country, that was individualised to show respect to the Dharug people.</p> <p>To celebrate and acknowledge NAIDOC Week, all students participated in Koomurri workshops that built students understanding of Aboriginal history and culture.</p>	\$1324
English language proficiency	<p>Equity funding was used to employ an additional EAL/D specialist teacher in Semester 2. Students were supported in the classroom and by withdrawal. As a result students progressed along the EAL/D Scale.</p> <p>This support involved programs based upon vocabulary, parts of speech, sentence construction, reading and comprehending and writing.</p>	\$166420
Low level adjustment for disability	<p>Targeted specialist support in literacy for K–6 included SLSO support in the classroom and MultiLit. This facilitated and enhanced learning outcomes for students identified as having additional learning needs.</p>	\$83364
Quality Teaching, Successful Students (QTSS)	<p>Collaborative practices were trialled when 0.6 FTE was received in semester two. This involved a trial of Formative Assessment in Action, along with the evaluation of strategic directions and evaluate practices being embedded within the 2017 Strategic Plan.</p>	\$30,000 FTE 0.6
Socio–economic background	<p>Personalised Learning Plans were developed for identified students in consultation with the class teacher, Learning and Support Team, parents and students.</p>	\$2760
Support for beginning teachers	<p>Four permanent beginning teachers received targeted funding for their second year of teaching. Support strategies were negotiated and included in timetable concessions and, additional professional learning.</p> <p>This professional learning included Targeted Early Numeracy and Building Blocks. It also involved teachers being mentored through effective numeracy practices.</p>	\$16,323 \$37,289.50 – 2015 funds carried forward
Targeted student support for refugees and new arrivals	<p>An additional EAL/D teacher support was provided for students who qualified for the refugee and new arrivals program. This support involved supporting students</p>	FTE 0.2 Semester 2

Targeted student support for refugees and new arrivals

in functional literacy skills that included sight word recognition, handwriting and comprehension.

FTE 0.2 Semester 2

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	326	354	372	391
Girls	379	397	430	426

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	96.4	97.2	96.1
1	96.3	96.5	96.4	97
2	95.4	96.3	96.5	96.9
3	95.9	94.7	96.3	96.1
4	96	89.2	96.6	96.6
5	96.8	97.2	97	96.9
6	94.7	94.7	96.2	96
All Years	95.9	95.1	96.6	96.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The overall student attendance rate of 96.50% continued to be above the state average of 92.20%.

Class sizes

Class	Total
KH	19
KC	19
KW	20
KR	19
KJ	18
1/2M	24
1P	21
1K	23
1H	22
1C	22
1R	22
2W	23
2S	22
2K	23
2F	22
3S	31
3P	31
3M	32
3KM	32
4T	31
4S	31
4J	31
4C	31
5C	32
5O	32
5L	31
5J	30
6J	29
6R	28
6M	30
6L	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.69
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	1.4
School Counsellor	1
School Administration & Support Staff	4.87
Other Positions	0

*Full Time Equivalent

The Aboriginal Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Beecroft Public School has no Aboriginal Teachers.

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	25

Professional learning and teacher accreditation

Professional learning was undertaken by teachers at Beecroft Public School, during 2016. A wide range of professional learning was embedded within all Strategic Directions and guided through teachers PDPs. Whole school and targeted professional learning involved developing teachers skills and capabilities in the numeracy along with building their understanding of visible learning practices.

Nine teachers were maintaining their accreditation and were guided through the process of registering their teacher identified hours. Three teachers were seeking their proficient accreditation.

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.

To support the school the P&C donated funds which have enabled an upgrade and maintenance of ICT and air conditioning throughout the school. P&C donation supported the ongoing implementation of the targeted literacy initiative, MultiLit.

Income	\$
Balance brought forward	232 266.46
Global funds	351 482.19
Tied funds	81 930.36
School & community sources	416 292.32
Interest	3 227.37
Trust receipts	22 438.55
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	117 443.33
Excursions	103 099.70
Extracurricular dissections	181 152.75
Library	3 751.41
Training & development	3 709.35
Tied funds	98 993.28
Short term relief	53 843.36
Administration & office	85 717.85
School-operated canteen	0.00
Utilities	53 482.22
Maintenance	41 428.68
Trust accounts	27 388.97
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	959 081.76
(2a) Appropriation	640 063.65
(2b) Sale of Goods and Services	5 268.82
(2c) Grants and Contributions	311 295.37
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 453.92
Expenses	-692 206.01
Recurrent Expenses	-692 206.01
(3a) Employee Related	-205 880.66
(3b) Operating Expenses	-486 325.35
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	266 875.75
Balance Carried Forward	266 875.75

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.

Under the Public Finance and Audit Act 1983 the Principal is accountable for the financial management of the school and is responsible for communicating financial accounts to the school and community.

The Principal chairs the finance committee which is made up of the Principal, the Senior Admin Manager and the Deputy Principal. This is also supported by the Governance Team, leaders of the Strategic Directions. Each leader is responsible for planning and allocating funds to advance the Strategic Direction in accordance with the school plan.

The balance carried forward will cover costs incurred during 2016 and any remaining funds will be directed towards achieving the milestones set out in the school plan.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	4 841 799.60
Base Per Capita	43 004.90
Base Location	0.00
Other Base	4 798 794.70
Equity Total	253 868.37
Equity Aboriginal	1 323.58
Equity Socio economic	2 760.39
Equity Language	166 419.97
Equity Disability	83 364.44
Targeted Total	0.00
Other Total	104 323.88
Grand Total	5 199 991.85

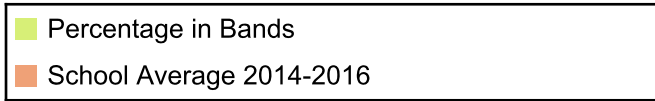
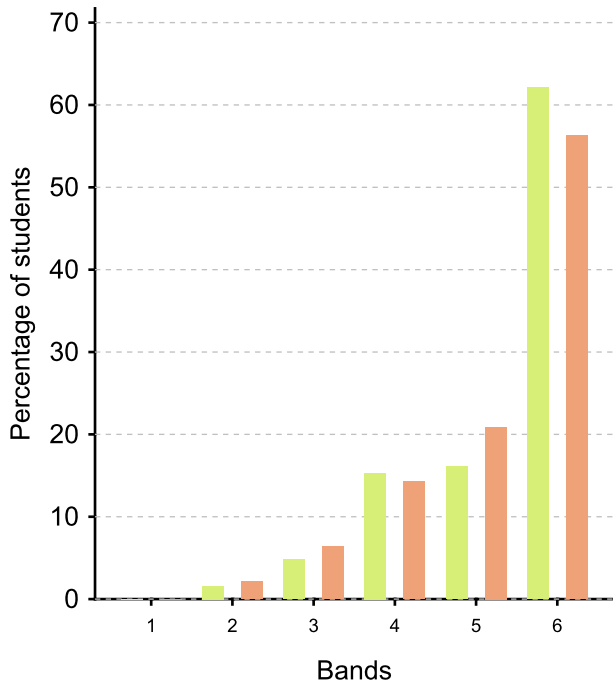
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

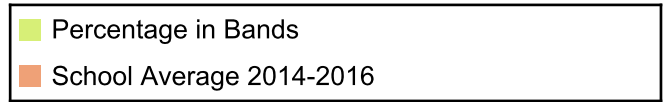
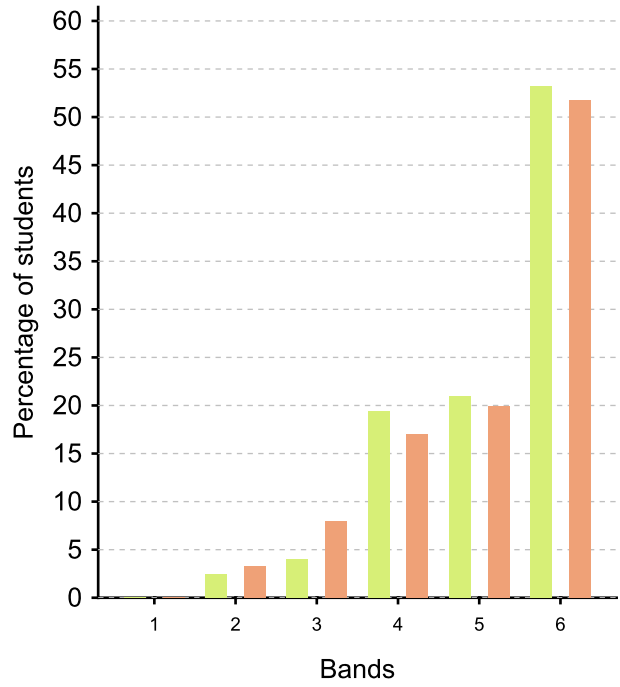
NAPLAN

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.

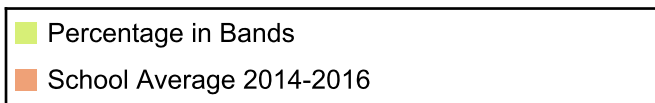
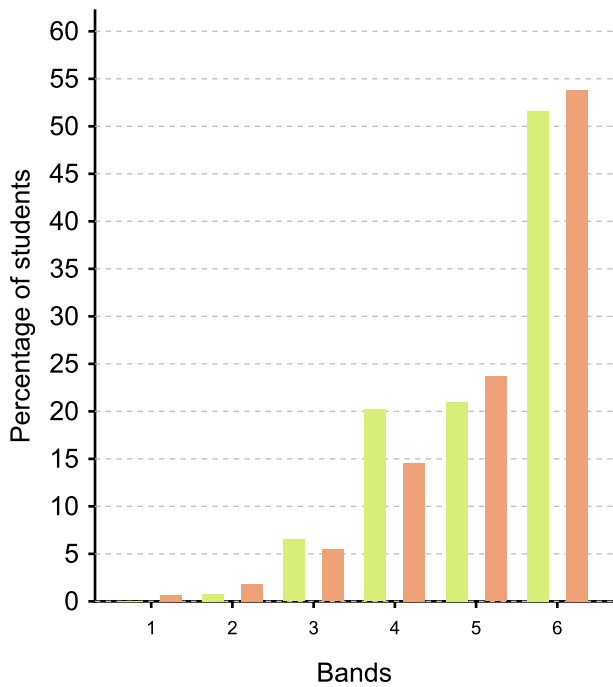
Percentage in bands:
Year 3 Grammar & Punctuation



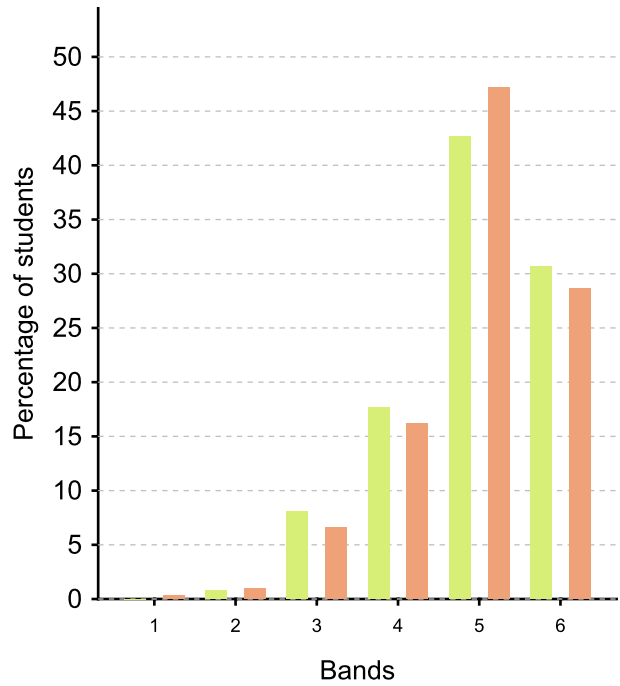
Percentage in bands:
Year 3 Spelling



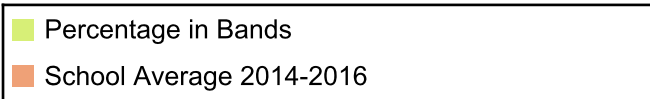
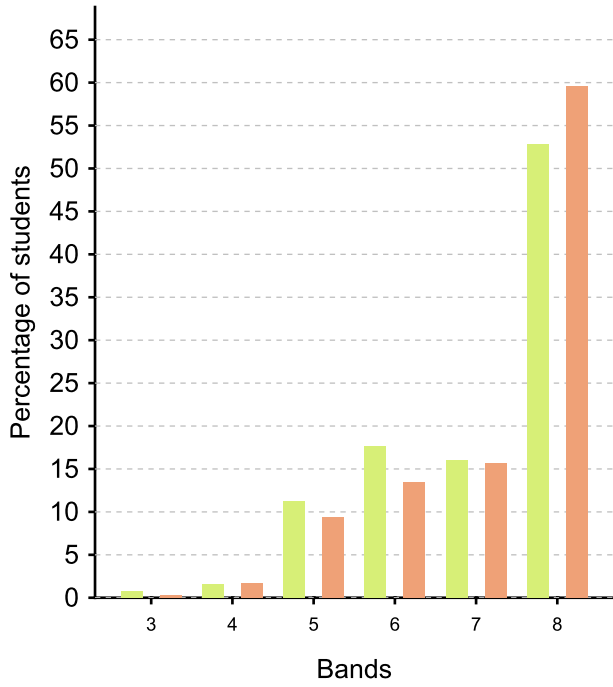
Percentage in bands:
Year 3 Reading



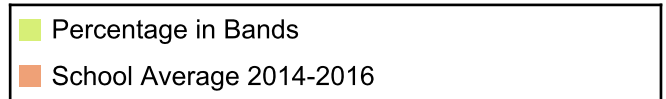
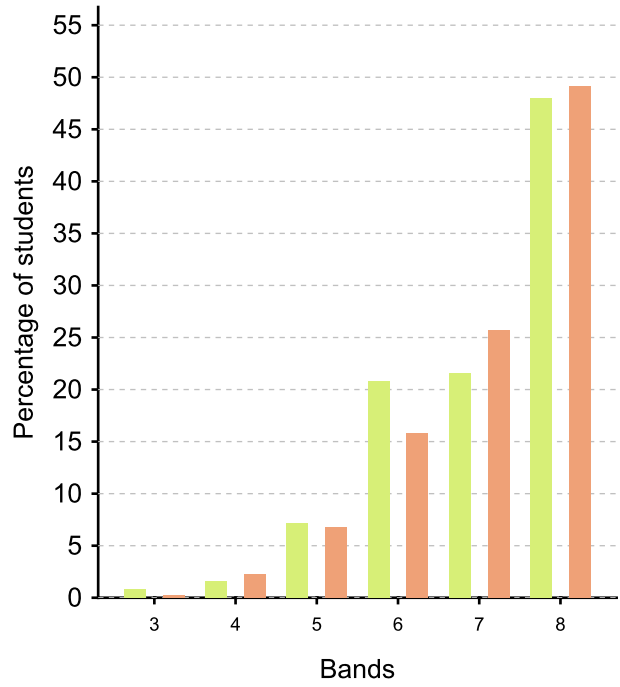
Percentage in bands:
Year 3 Writing



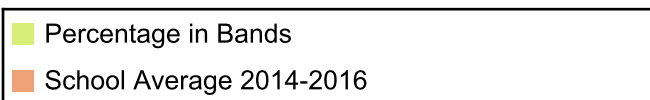
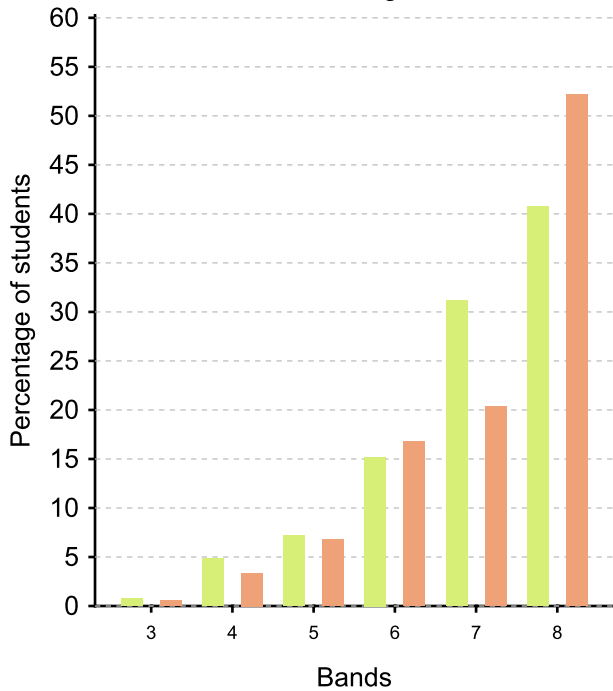
Percentage in bands:
Year 5 Grammar & Punctuation



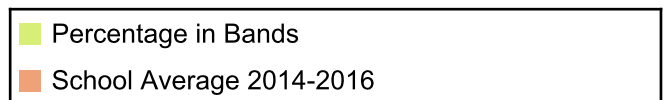
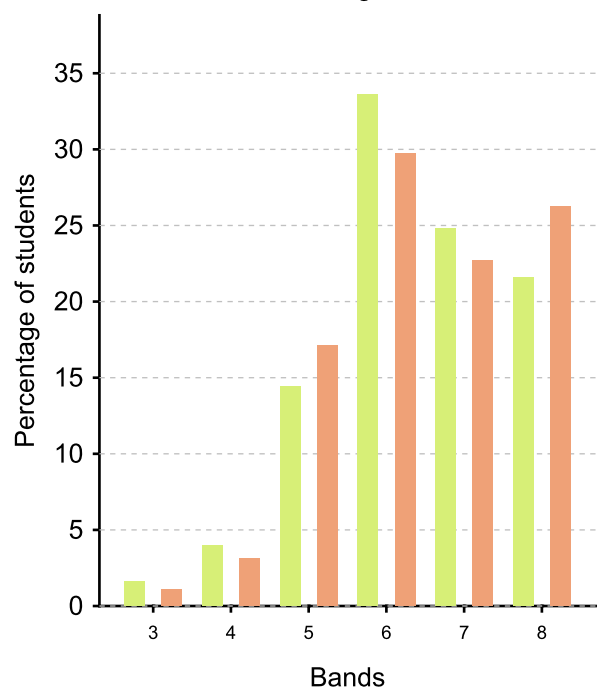
Percentage in bands:
Year 5 Spelling



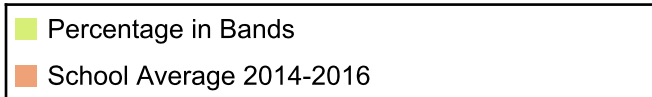
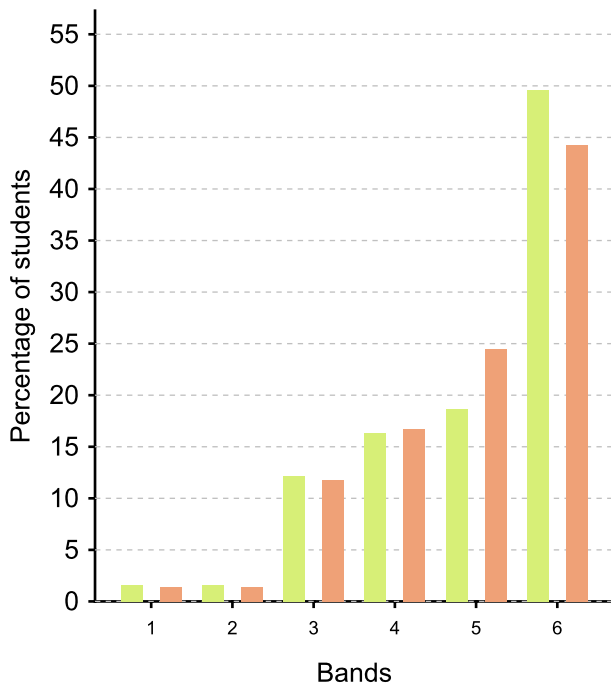
Percentage in bands:
Year 5 Reading



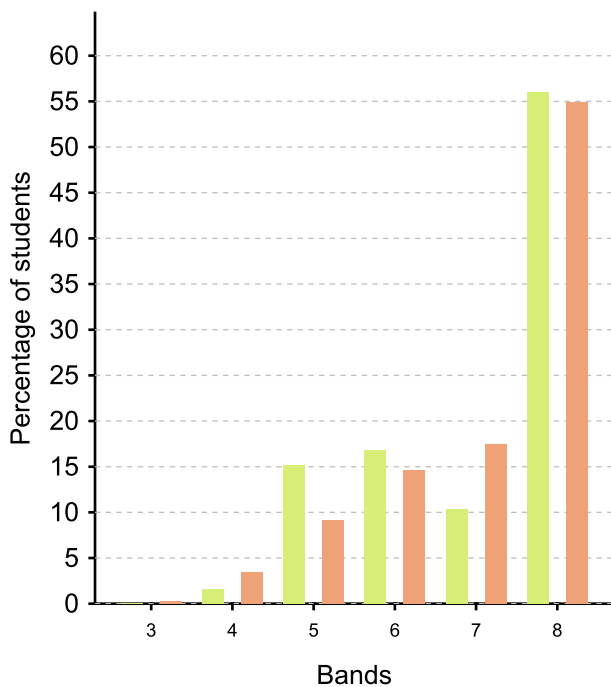
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school sought the opinions of students, parents and staff using the Tell Them From Me (TTFM) student and parent surveys. Their responses are presented below:

- Parents feel confident to speak with their child's teacher and that teachers are willing to listen to their concerns.
- Parents frequently talk with teachers, attend meetings and feel welcome to be involved in relevant school committees.
- Parent volunteer work occurs frequently in many areas of the school such as the canteen, band, school sport and classroom assistance
- 81% students had high sense of belonging
- 92% students had positive relationships
- 94% students had positive behaviour
- 86% of teachers believe they work in an inclusive school

Policy requirements

Aboriginal education

Beecroft Public School is committed to promoting the educational achievements of Aboriginal and Torres Strait Islander students and to enhance the knowledge and understanding of all students about Aboriginal Australia. Our school ensures Aboriginal perspectives are woven into all educational programs and practices. All Aboriginal students are fostered and supported through the process of collaboratively developing Individual Education Plans in consultation with key stake holders that target the individual needs of each Aboriginal student.

Multicultural and anti-racism education

The Multicultural Education Policy and the Anti-Racism Policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging through the celebration of days such as, Harmony Day and the community initiative, the 2016 Multicultural Fair.

To support the important message of inclusiveness and diversity the KidsMatter team reiterated these important values through Take5 for KidsMatter teaching initiative,

including 'Every Face has a Place'.

In 2016, 55% of students at Beecroft PS were from a language background other than English. Our English as a Second Language (ESL) teachers have worked in classrooms with students who require additional support in developing skills in English and provide comprehensive EAL/D programs that target the individual needs of EAL students.

An anti-racism contact officer has promoted intercultural understanding, community harmony and ensured inclusive classroom and school practices have occurred.