

# Beresfield Public School

## Annual Report



2016



1201

## Introduction

The Annual Report for 2016 is provided to the community of Beresfield 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.

Jonathan Ridgway

Principal

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### Message from the Principal

I'd like to start by telling you about the biggest achievement of the year! It is an achievement we have been working on for years. The staff and students here have been collaborating to create a culture of high expectations, both in terms of behaviour and academic results, that have translated into the most pleasing outcomes!

Through deliberate planning and hard work, our school is outperforming most schools in the area. Midway through the year, our director, Andrew Eastcott recognised Beresfield Public School for our ability to obtain significant growth in students' academic achievements. Just a couple of weeks later, the NAPLAN results came out proving this statement beyond doubt.

Not only this, but in most aspects in the Year 3 and Year 5 NAPLAN results, we have significantly improved our overall results against the rest of the state, being at state average in Year 3 grammar and punctuation and Year 5 numeracy, and above state average in Year 5 grammar and punctuation and Year 5 spelling. We also have a comparative percentage of students in the top two bands of NAPLAN in most aspects in both grades.

But we are not resting here. As our culture of high expectations embeds, and our quality teaching becomes even more systematic, I believe our academic results will continue to improve. The significant results in our students in Kindergarten to Year 2 are yet to be contrasted against their peers in their first NAPLAN assessment when they enter Year 3. I think we are on the crest of a wave, and I'm very excited about it.

Despite these great results, I'm sure you would agree with me that academics aren't everything. In fact, the things that really matter can't be tested. Each student here at Beresfield Public School is exceptional in your own unique way.

As a letter from Walkervale State School in Queensland stated earlier this year, these tests don't highlight that some of you love to sing, are good at drawing or can teach others how to use a computer program. They can't assess how some of you can dance with grace, or speak confidently to a large group. They don't know that your friends count on you to be there for them when they are sad. They don't know that you participate in sports, help your Mum and Dad or that you play with your little brother, sister or cousins. They do not know that you are caring, thoughtful and that every day you do your best. They don't know that you have improved on something you once found difficult. And they don't know that you brighten up your teacher's day. Because these attributes cannot be tested.

At Beresfield Public School, we are doing our best to work alongside parents in equipping students to become the best they can be. This means developing your social skills, emotional intelligence, confidence and willingness to take risks. To know you, understand you and believe in you. To help you reach for your short-term goals, and aspire towards your long-term goals.

At Beresfield Public School, our foundational belief is that the most important thing is to build and maintain positive

relationships. We believe that every mistake is a learning opportunity, and we use restorative practice to talk through any occasions where things don't go smoothly, because it is a fact of life that things don't always go smoothly. It is in this time of adversity that we can empower students to solve problems yourselves and make things right.

More and more often I am seeing our students becoming better enabled in solving friendship issues as they arise. You are giving space, you are displaying more empathy, and using your words in a respectful manner to make things right.

So what happens when a school combines great academic teaching with wonderful character building? I want to tell you a story about something that happened recently. A disagreement had occurred one lunch time between a couple of boys while playing a game. They, and a few other boys playing the same game, approached me after lunch to tell me what had happened. They were all concerned and all wanting to resolve the matter. I asked them to complete a written recount of the situation. When reading one of the recounts it stated "The two boys were arguing whilst the other boys and myself were trying to assist."

Now I'm not sure if this boy is channelling the energies of William Shakespeare in this, the 400th anniversary of his death, but I was knocked over by his choice of vocab and correct grammar in such a recount at such a time. Not only is this boy showing that he is willing to assist his mates when they need his support, but he could potentially be the next playwright to take the world by storm!

There are many people to thank for keeping the school performing this year. Firstly, the student leaders who have represented the students admirably, voicing their opinions and being great role models. They have headed a terrific group of Year 6 students. They celebrate their farewell with an assembly on Wednesday at noon and a dinner on Wednesday evening at 5:30. We wish them well in their future endeavours in high school and beyond.

Thanks also to our highly dedicated teachers. Our teachers are incredibly committed to the well-being of all our students. They not only have exceptional talent in the art of teaching, they have enormous energy and determination. I am very grateful to them for their extraordinary work this year, and so proud to be the principal of a school that has such a professional team.

It is with regret that we say goodbye to two of our longstanding Assistant Principals who will be missed. Mrs Maria Kirby and Mrs Jan Fanning have contributed to the fabric of the school and have both had a significant impact in the lives of all here. We wish them both well in retirement.

We also say goodbye to Mr Michael Gabrielides who has been wonderful on our Stage 2 classes for the past two years. He moves on next year to our neighbour, Thornton Public School. We wish him well. Kayla Hawkins also will spend time away next year, as she takes leave to start a family. We wish her all the best and look forward to seeing her again as both a teacher and mother. We also farewell Nisha Dhani, our school counsellor of just six months.

Thanks too to the continued generosity of Quarry Mining who contribute over \$12,000 per year to our school so that students from Kinder to Year 2 can take home and keep 9 books each as part of the Books In Homes program. Also to Steggle's who sponsored the upgrade to our playground equipment this year, to the tune of \$4000.

Thanks to all parents and carers who support our school at our many events through the year, as volunteers at cultural and sporting events, but especially because you are the main teachers in your children's lives. Thanks for the partnership in raising well-rounded citizens of the future.

Thanks to the students for your eagerness and positivity, your perseverance at things you find hard, your joy when you get that light-bulb moment as you understand something new, and that attitude of life-long learning.

So we look forward to 2016 with excitement and anticipation, as we continue to strive to make your child's experience at Beresfield Public School the best it can be.

I'd like to finish this year with acknowledging the parents and community members who have supported our school throughout the year, as volunteers, in our wonderful P&C. This year they have continued to host wonderful community events such as the Carols night and Movie night, and the Food Drive for the local Anglican Parish. They have again hosted the discos for the students, and this year have enticed enough volunteers to open the canteen five days a week. The money they raise goes straight back to the students, providing things they wouldn't otherwise have. Today you are sitting in a hall that is now air-conditioned because of the P&C. They have also paid for the old netball court to be removed and replaced with much needed grass.

Thanks finally to our current President Angela Waters, and Canteen Treasurer Denise Giles from the P&C, who we recognise after I working tirelessly for many years to make things better for your children. They have supported the school in so many ways, long after their own children have left. I'd like to acknowledge them receiving their P&C Life Memberships for outstanding service to the school community of Beresfield Public School.

Jonathan Ridgway

## Message from the students

As we began preparing this report it became obvious what a happening place Beresfield school is. It is not just a place of learning, it is a place where families and community members can be involved in the many events that occur. In Term 1 we had the prefect induction assembly. Then later in the year all of our leaders got together with Mrs Davison and took a day off school to go to a huge leadership conference in Newcastle and learnt how to become more skilled leaders and how to work as a team. This conference helped us become more confident and responsible leaders and gave us great ideas.

Also in Term 1 our first set of books for Early Stage One and Stage One arrived from Books in Homes sponsored by Quarry Mining. Throughout the year they donate 9 books to each child in the Infants and we would like to thank Quarry Mining for their generosity. Term 1 also saw us running in the cross country carnival at Tarro Oval and enjoying a visit from the Easter Bunny.

It was now time to start getting organised with our sporting teams such as football, soccer, and cricket. We are all very proud of these students representing Beresfield Public School. Later in Term 2 Mrs Wiedermann selected 16 primary students to represent Beresfield Public School in Star Struck. They all did an extremely good job at performing in front of lots of people. We had an ANZAC ceremony to remember those who fought for our freedom and NAIDOC Week activities to honour the Indigenous people in our community.

We would like to thank the P & C for organising discos, a movie night and the 5c challenge. All students at our school participated in excursions, sporting events, and public speaking competitions. Some students represented Beresfield Public School at zone or regional level. The end of Term 2 was super busy with everyone getting ready for our concert at the beginning of Term 3.

All of our students were getting really excited for our school camps. Stage 3 were off to Barrington Outdoor Education Centre and Stage 2 were off to The Great Aussie Bush Camp. It was great to see students from the Support classes enjoying the Aussie Bush Camp activities with their teachers. Getting ready for camp didn't stop children bringing in donations for the Anglican Church Food Drive.

In Term 4 we had our first Adidas Colour Fun Run. It was a huge success raising over \$10000 to improve our school and everyone coming back to school after the event looking like rainbows. Now it was time for Year 6 to start their transitions for high school. All of the Year 6 students that were attending Francis Greenway High School in 2017 walked up to the high school a few times to experience what it was like being a high school student. An interesting experience!

Once again our P & C organised a night of Caroling which was very well attended. The 2017 Leaders will soon stand where we now stand. So on behalf of the Beresfield Public School students we would like to thank all of our wonderful teachers, parents, P&C members and Mr. Ridgway for all your wonderful support and encouragement throughout 2016!

Sophie Murray (School Captain) and Lewis Machin (School Vice-Captain).

# School background

## School vision statement

Beresfield Public School engages students, parents and the community in a shared learning experience. We enable our students to become successful learners, confident and creative individuals, and active and informed citizens through equity and excellence in education. This vision is underpinned by our core values of respect, responsibility and achievement.

## School context

Beresfield Public School is located in between Maitland and Newcastle. It serves a community with families predominantly from the bottom two quartiles of socio-economic backgrounds. A medium-sized school, with an enrolment of 300 students, it offers a full and varied curriculum which includes the core key learning areas, sport, performing arts, technology and values education. In addition to 11 mainstream classes the school has 3 support classes for students with multi-categorical disabilities from the wider local area. There is active involvement by many parents/caregivers, especially through the school's P&C. The school buildings, built over time since the establishment of the original school in 1883, are situated on land enclosed by four roads. Before and after school care, and vacation care is offered on the school site. A significant number of our students come from families with a low socio economic background and approximately 10% of our students identify as Aboriginal or Torres Strait Islanders. Beresfield Public School prides itself on being an inclusive and supportive learning environment. Our students experience quality literacy and numeracy programs from Kindergarten to Year 6. Beresfield Public School is proud of its outstanding teachers, support personnel and administrative staff who work closely with parents and the wider community to offer the best education to our students. Beresfield Public School teachers, students and parents have had a major focus on pedagogy and building a productive learning environment during the last five years. Over the next three years, the school intends to extend the model of systematic and explicit delivery of literacy and numeracy underpinned by quality teaching. The school is investing in upgrading its technology throughout the school so that interactive learning can be utilised thoroughly across the curriculum.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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.

### Learning

The school is building the capacity of staff and aligning school systems in the Learning Element **Learning Culture**. This can be seen by the deliberate teaching of behaviour expectations, the clear understanding by staff of the link between learning and engagement and the existence of welldeveloped respectful relationships across the school. There is a demonstrated commitment to strengthen and deliver on school learning priorities. The use of data to inform practice is deliberate, ongoing and meaningful.

The school is building the capacity of staff and aligning school systems in the Learning Elements **Wellbeing** and **Curriculum and Learning**. This can be seen by the whole school having a consistent approach to well being that has clearly defined expectations. This is supported by an effective Learning Support Team, and the targeted use of Learning Support Officers. Students are encouraged to recognise cultural diversity and to contribute to the wellbeing of others. Harmony Day, cultural days and professional learning contribute towards the realisation of these qualities. The school uses ongoing evaluation to improve students' successful transitions. Curriculum provision is enhanced by learning alliances with other schools as we work with our learning community. Curriculum delivery integrates technology, library and information technology. Teachers differentiate curriculum delivery to meet the needs of their individual students.

The school is building the capacity of staff and aligning school systems in the Learning Elements **Assessment and Reporting** and **Student Performance Measures**. This can be seen by the school's continual refinement of the annual assessment schedule and moving to plot all students against the literacy and numeracy continuums using PLAN across the school K6.

## Teaching

The school is building the capacity of staff and aligning school systems in the Teaching Elements **Effective Classroom Practice**, and **Data Skills and Use**. This is evidenced by the student goal setting approaches, the use of PLAN data to inform teaching, and the changing pedagogies used across the classes to achieve effective student learning. The school incorporates data analysis to underpin decision making.

The school is building the capacity of staff and aligning school systems in the Teaching Element **Collaborative Practice**. With planning days, mentoring opportunities and the effective use of professional learning plans, the school is using collaboration to improve its overall level of effectiveness.

The School is building the capacity of staff and aligning school systems in in the Teaching Elements **Learning and Development** and **Professional Standards**. Teachers actively share professional learning with others, have professional development plans which target their areas of need and enjoy classroom observations and honest and open feedback. The school has clear processes in place to monitor teacher performance and development. Teachers demonstrate currency of content in their teaching areas, are committed to their own ongoing development and understand professional standards and curriculum requirements. Many teachers work beyond their classroom to contribute to the broader school program.

## Leading

The school is building the capacity of staff and aligning school systems in the Leading Element **Leadership**. This can be seen as the school actively solicits and addresses feedback on its performance from parents and the wider community. Leadership development occurs through a range of opportunities from taking on lead roles in sport, cultural activities, excursions and curriculum and development teams.

The school is building the capacity of staff and aligning school systems in the Leading Element **School Planning, Implementation and Reporting**. The school plan has been developed through consultation with the community, staff and students. Evidence from NAPLAN, Tell Them From Me surveys, PLAN data and other schoolbased data has underpinned the school's directions. The three year plan has yearly iterations and aligns to the system priorities. Monitoring evaluation and review processes are imbedded in the school's professional learning approach. The school plan is implemented with clarity and purpose.

The school is building the capacity of staff and aligning school systems in the Leading Element **School Resources**. Strategic financial management is used to target areas of need and to gain efficiencies so the school plan can be implemented. Learning spaces are used flexibly and staffing decisions always maximise student learning. Budgeting for professional learning is ongoing and physical resources are always a priority.

The school is building capacity of staff and aligning school systems in the Leading Element **Management Practices and Processes**. This can be seen in the school by the use of many teams to run school initiatives around curriculum, wellbeing, the arts, Aboriginal Education, the environment and technology. The community has ample opportunity to provide feedback to the school and parental engagement is always a priority when organising school wide events.

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

### To improve Literacy and Numeracy

#### Purpose

Our current student Literacy and Numeracy learning outcomes are below state average. We are focusing on evidence-driven practice to improve student results to strive to be equivalent or better compared to the state mean.

#### Overall summary of progress

In 2016, the school is continuing to see pleasing academic achievements according to both school-based data and standardised testing. There has been an upward trend in our results over the last few years, as a direct result of deliberate planning and consistent implementation.

#### 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"><li>To increase the percentage of students who display greater than average growth between Years 3 and 5 in Literacy and Numeracy in NAPLAN. (2010– 2014 average growth 51% Literacy and 55% Numeracy)</li></ul>	<p>The average number of students who achieved greater than average growth in the NAPLAN from 2010 to 2014 was 51% in literacy and 55% in numeracy.</p> <ul style="list-style-type: none"><li>Interim literacy target being 60% in 2016. Target = high achievement being 74.9%.</li><li>Interim numeracy target being 65% in 2016. Target = high achievement being 76.5%.</li></ul>	<p>AP Curriculum cost for casual for 2016</p> <p>Casual Days to cover half days 5-weekly for data analysis – EA4S Funds</p>
<ul style="list-style-type: none"><li>In Literacy 80% of Kinder students will achieve Cluster 4, Year 1 students Cluster 6 and Year 2 students Cluster 8 on the Literacy continuum in reading, writing and comprehension. (As at Dec 2014 achievement level was approx.50%)</li></ul>	<ul style="list-style-type: none"><li>Interim target Kinder students achieving Cluster 4 being 70% in 2016. Target = high achievement being 90%.</li><li>Interim target Year 1 students achieving Cluster 6 being 70% in 2016. Target = high achievement being 85%.</li><li>Interim target Year 2 students achieving Cluster 8 being 70% in 2016. Target = basic achievement being 65%.</li></ul>	<p>Speech Intervention Prog K 2 EA4S Funds</p> <p>Intervention teachers to support Tier 3 K2 EA4S</p> <p>Funding for TPL opportunities K2 EA4S funds</p>
<ul style="list-style-type: none"><li>In Numeracy 80% of K–2 children will achieve EAFS exit benchmarks. (As at Dec 2014 achievement level was 25%)</li></ul>	<ul style="list-style-type: none"><li>Interim target Kinder students achieving Perceptual Counting being 70% in 2016. Target = sound achievement being 70%.</li><li>Interim target Year 1 students achieving Figurative Counting and count to 30 on FNWS being 70% in 2016. Target = sound achievement being 71%.</li><li>Interim target Year 2 students achieving Counting On and Back as well as Ten as a Unit being 70% in 2016. Target = high achievement being 81%.</li></ul>	<p>Relief for teachers to participate in mentor program K2 EA4S</p> <p>Casual days to cover mentoring and support</p>

#### Next Steps

Based on the evaluation data, the school is well placed to continue its progress towards truly evidence-based teaching and learning. The school is pleased to inform that the EAfS program has been continued for a further 4 years and that Beresfield Public School remains on the program.

The school is performing above its interim targets in many areas and therefore we are happy with the strategies and implementation that has occurred. We initially set these high targets to aspire to but after much toil we are confident that many of them are achievable.



## Strategic Direction 2

To foster quality teaching and leadership

### Purpose

Build staff capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

### Overall summary of progress

The school's culture is one where staff, students and parents can see improvement in academic, social and behavioural student achievements. All are striving towards better practices through high expectations. Although pleased with our current results, we know more can be achieved.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will demonstrate consistency in quality teaching, assessment, programming and planning. This will be communicated through stage meetings and monitored via the PDP process involving classroom observation and collection of programs. The school will keep a record of observations and program checklists for all class teachers. This will be measured for the first time in 2016. This will establish a baseline for future measures.	All staff are submitting their programs in an ongoing manner. Each teacher is participating in class observations and has the opportunity to reflect and respond through mentoring sessions regularly. This process is becoming more systematic and rigorous.	Additional RFF cost for extra teacher  Stage Data Days, Exec Planning Day  Additional Prof Development  Report Writing days, StudentLed Conferences
Increased parent knowledge of key priorities of the School Plan and greater participation in focus groups involving the planning, implementation and assessment of these key priorities. (TTFM p14 sought input about school planning = 5)	This project was not implemented in 2016.	Parent forums –catering \$300

### Next Steps

Based on the evaluation data, the school is well placed to continue its progress towards being a school that meets and extends the learning potential of every child. The school will be more targeted with available funds so that teachers are supported in the individualisation of instruction.

Adjustments, additions and consolidations for 2017 include,

- Initiate the project to engage the school community in the development of the next 3-year School Plan.
- The school develops a rigorous procedure around observing classroom practice, professional learning and teacher feedback.

### Strategic Direction 3

To enhance wellbeing, learning and engagement

#### Purpose

We recognise that student wellbeing is dynamic and integral to learning. Promoting the development of positive relationships, self-regulation and a positive attitude will contribute to a high quality, inclusive and nurturing environment so that students may learn to the best of their ability. Students will become self-disciplined, tolerant, resilient and contributing members of the school and community.

#### Overall summary of progress

We are seeing a steady improvement in the tone of the school. Behaviour records are showing sustained improvement. Consistent implementation of Restorative Practice is empowering students to be able to solve problems independently, and use their skills to build and maintain effective relationships.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A decrease in negative incidences measured by Reflection Room visits and suspensions. The average student numbers attending the Reflection Room in the 3 years previous to 2015 was 181. The average number of suspensions in the 3 years previous to 2015 was 37.	The student numbers attending the Reflection Room in 2016 was 115. The number of suspensions in 2016 was 33.	AP Wellbeing – cost for casual teacher to replace
An increase in student determined outcomes to resolve conflict by surveying staff and students.	This survey is to be initiated in 2017.	

#### Next Steps

Based on the evaluation data, the school is well placed to continue its progress towards being a school that truly engages its community and empowers its students to Achieve, as well as being Respectful and Responsible. The school will be more targeted with available funds so that teachers are supported in the effective use of Restorative Practice.

Adjustments, additions and consolidations for 2017 include,

- Utilising the Tell Them From Me survey to gain data about student determined outcomes to resolve conflict.
- Erect signage to simplify understanding of school expectations.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Aboriginal SLSO has had significant impact on school and Aboriginal students.</p> <p>Targeted students on the Norta Norta Program have had a significant increase in literacy and numeracy outcomes.</p> <p>Aboriginal events and activities have had significance and impact on all students, staff and community.</p>	<p>Aboriginal SLSO – \$23,035</p> <p>Aboriginal Background funding \$5,955</p> <p>Norta Norta funding – \$4781</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$33 771.00)</li> </ul>
<b>English language proficiency</b>	This small amount of funding has assisted our Non–English Speaking Background (NESB) students requiring support.	<p>English Language Proficiency Flexible Funding</p> <ul style="list-style-type: none"> <li>• English language proficiency (\$400.00)</li> <li>• English language proficiency (\$400.00)</li> </ul>
<b>Low level adjustment for disability</b>	This funding has enabled the employment of our School Learning Support Officers (SLSOs) to assist students with learning disabilities to better engage in the curriculum.	<p>Employment of 1.1 staff – \$112,223</p> <p>Flexible funding – \$34,188</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$146 411.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	Additional funding has assisted the school to afford its generous time allocated to teaching staff for collaboration.	<p>QTSS = 0.12 FTE</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>
<b>Socio–economic background</b>	This funds many of our programs to ensure that student learning outcomes are improving.	<p>Employment of 0.3 staff – \$30,606</p> <p>Flexible funding – \$269,741</p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$300 347.00)</li> </ul>
<b>Early Action For Success</b>	Our Early Action for Success (EAFS) Program has enabled the employment of teachers and speech pathologists to give greater support to students in K–2 to access literacy and numeracy outcomes.	<p>Instructional Leader = 1.0 FTE</p> <p>Intervention = \$108,785</p> <p>Training grant = \$18,000</p> <p>Innovations = \$5,015</p> <ul style="list-style-type: none"> <li>• Early Action for Success (\$131 801.00)</li> </ul>

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	163	166	159	154
Girls	149	136	138	136

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.7	93.3	94.2	95.6
1	93.2	91.4	91.7	93.4
2	94.2	93.6	88.7	90.3
3	93.4	93	89.4	91.2
4	95.3	93.8	91.2	92.1
5	94	94.8	91.1	92.4
6	89.9	94.4	91.5	91
All Years	93.2	93.5	91.1	92.3
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

### Class sizes

Class	Total
KS	21
KG	21
1H	20
1L	19
2L	20
2A	19
3/4C	26
3/4W	25
3/4G	26
5/6M	26
5/6E	26
5/6D	28

### Structure of classes

This year in mainstream, Beresfield had 3x Stage 3 classes, 3x Stage 2 classes, 2x Year 2 classes, 2x Year 1 classes and 2x Kindergarten classes. Our Support Unit Has 2x Multi-Categorical classes and 1x I.O. class, catering for students with intellectual disabilities.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.26
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration & Support Staff	6.02
Other Positions	0.42

\*Full Time Equivalent

Beresfield Public School has two staff members who identify as Aboriginal.

### Teacher qualifications

All teaching staff meet the professional requirements

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

## Professional learning and teacher accreditation

To ensure that our students achieve their full potential, quality teaching across the curriculum is vital.

Ongoing professional learning for staff is undertaken throughout each year to support target achievements, ensure effective delivery of the curriculum and to fulfil mandatory Departmental training requirements.

This year professional learning for staff included training on:

- L3 literacy program
- Quality Teaching;
- Implementing new syllabuses
- Analysing Data;
- Child Protection;
- Cardio Pulmonary Resuscitation;
- Health Care Procedures including Anaphylaxis;
- Leadership; and
- ICT applications.

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

### Financial information

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

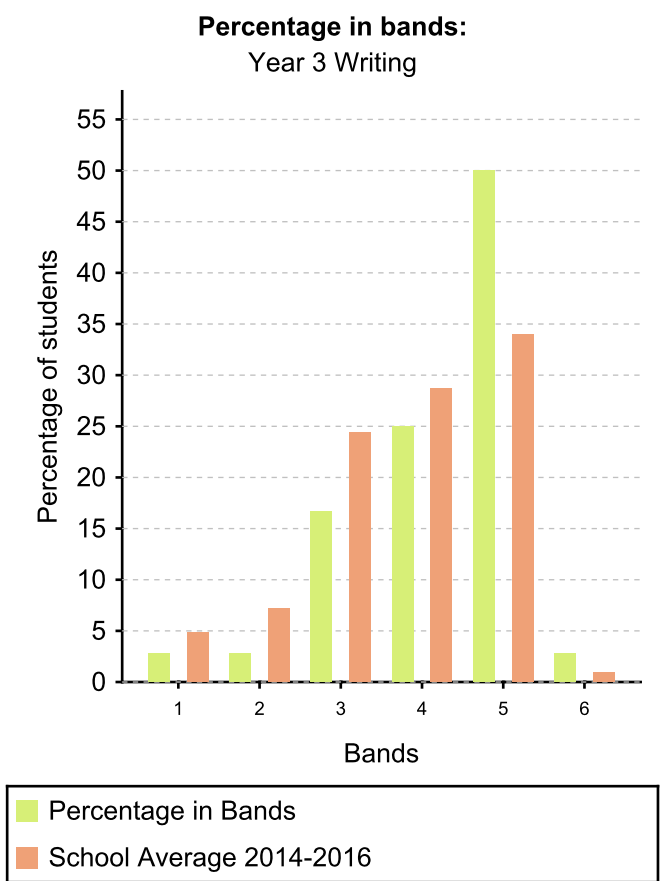
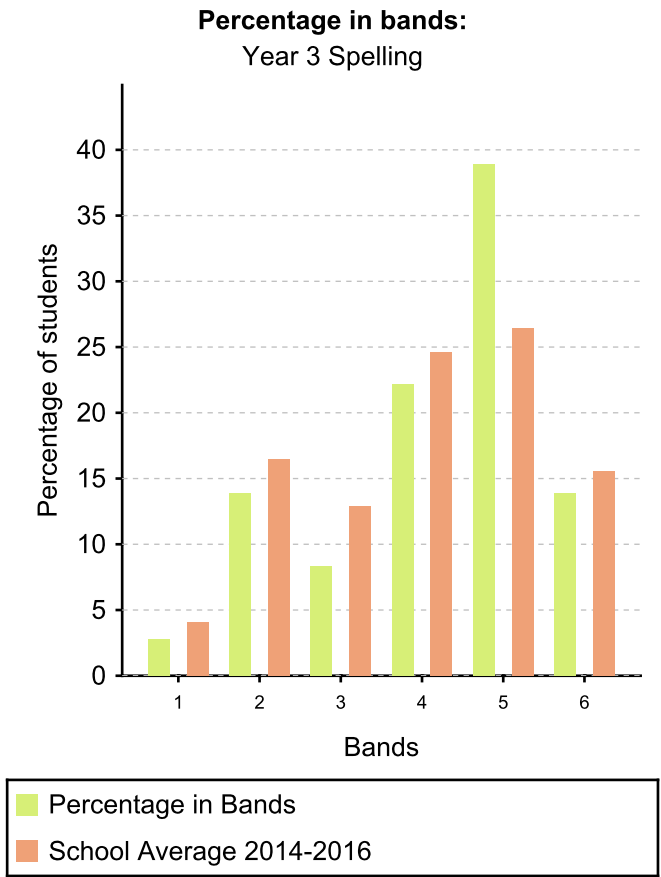
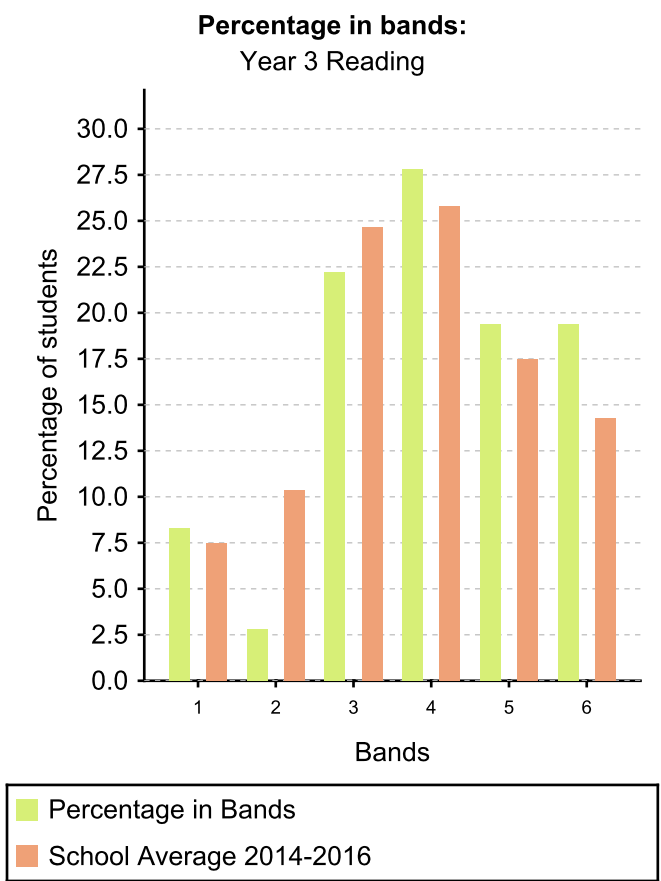
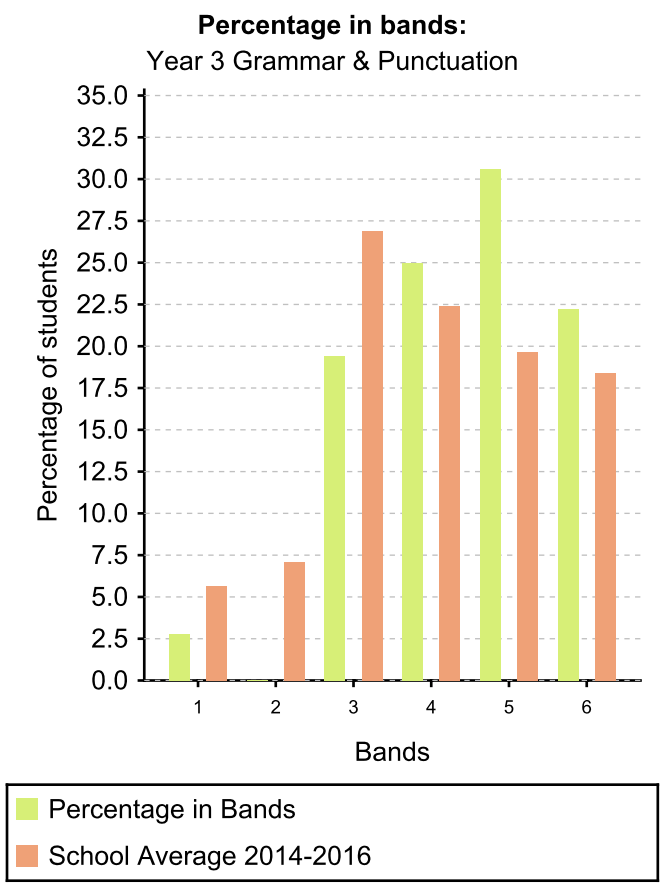
Income	\$
<b>Balance brought forward</b>	<b>479 542.55</b>
Global funds	199 770.23
Tied funds	570 258.11
School & community sources	91 476.74
Interest	9 514.84
Trust receipts	6 182.55
Canteen	0.00
<b>Total income</b>	<b>1 356 745.02</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	31 381.71
Excursions	38 730.92
Extracurricular dissections	12 199.56
Library	9 138.42
Training & development	247.12
Tied funds	665 332.96
Short term relief	77 315.07
Administration & office	58 412.97
School-operated canteen	0.00
Utilities	45 474.52
Maintenance	58 418.84
Trust accounts	6 182.55
Capital programs	13 818.18
<b>Total expenditure</b>	<b>1 016 652.82</b>
<b>Balance carried forward</b>	<b>340 092.20</b>

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.

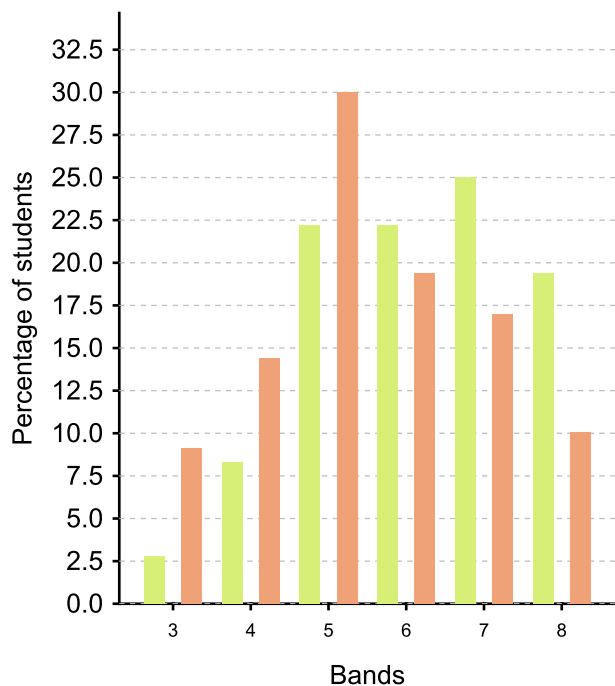
## School performance

### NAPLAN

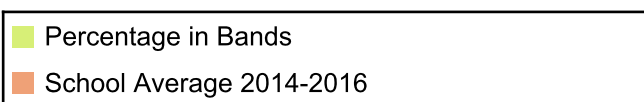
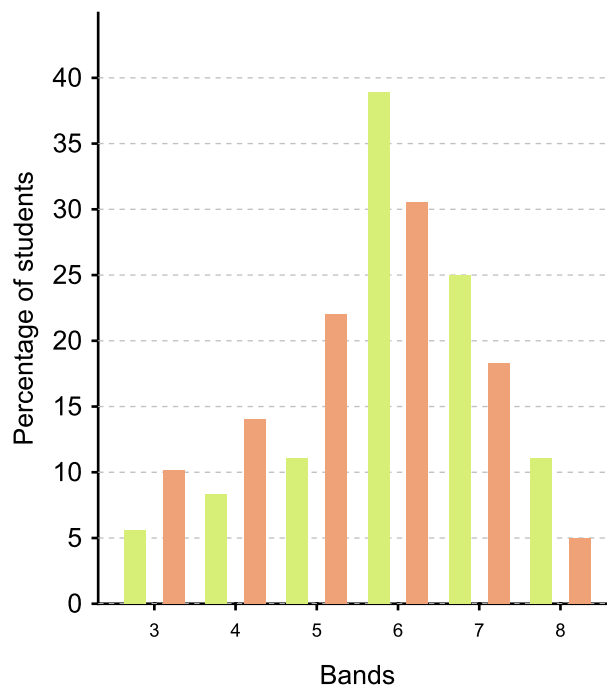
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



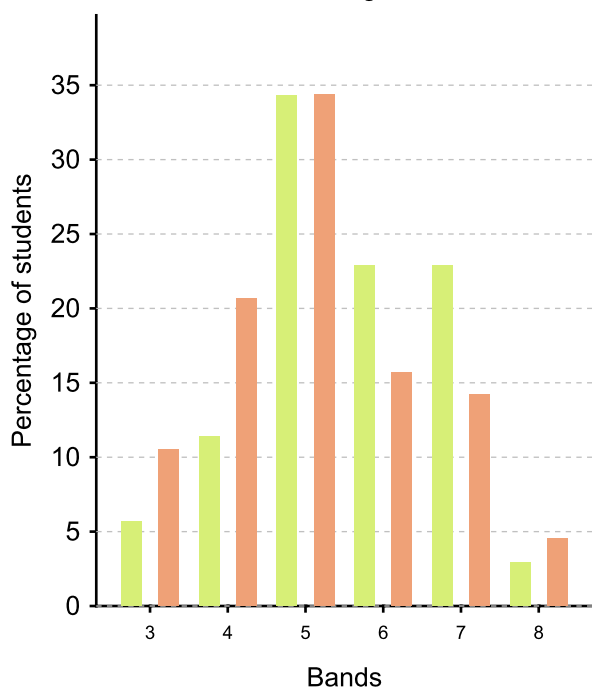
**Percentage in bands:**  
Year 5 Grammar & Punctuation



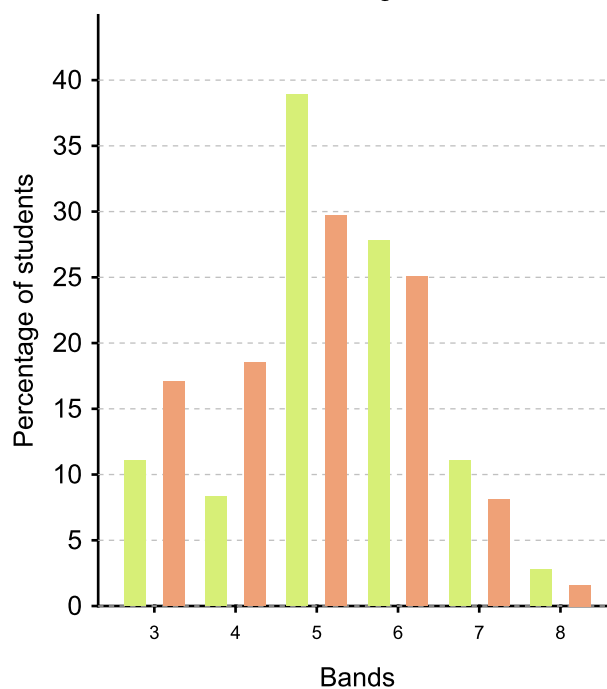
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



## 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 Tell Them From Me surveys were used to appraise students, parents and staff. Their responses are presented below.

### Parent Survey: Respondents = 20

Parents feel welcome at Beresfield PS 7.9

Parents are informed at Beresfield PS 7.3

Parents support learning at home 7.4

Support for learning at Beresfield PS 8.0

Support for positive behaviour at Beresfield PS 8.4

Safety at Beresfield PS 7.4

Inclusion at Beresfield PS 7.7

### Student Survey: Respondents = 93 in Years 4-6

#### Drivers of Student Outcomes

Effective Learning Time 7.6

Relevance 7.0

Rigour 7.8

Students who are victims of bullying 38%

Advocacy at school 7.5

Positive Teacher/Student Relations 8.0

Positive Learning Climate 6.3

Expectations for Success 8.1

#### Social/Emotional Outcomes

Student participation in school sports 81%

Student participation in extracurricular activities 44%

Students with a positive sense of belonging 77%

Students with positive relationships 87%

Students that value schooling outcomes 87%

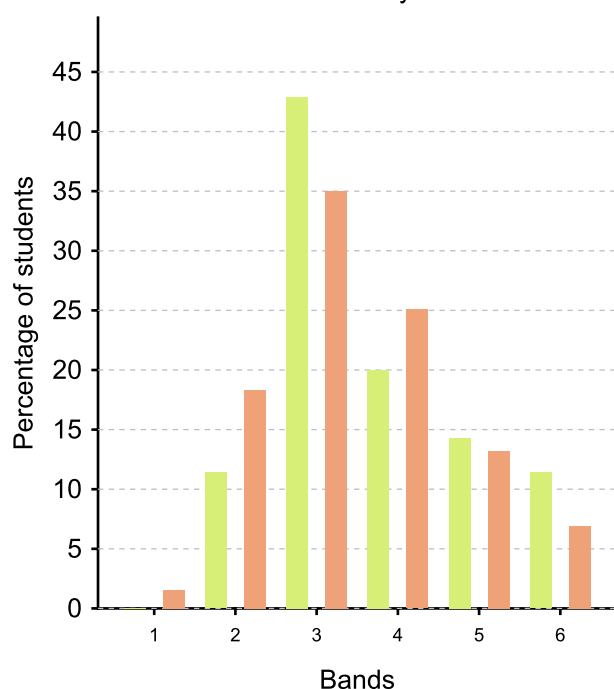
Students with positive homework behaviours 39%

Students with positive behaviour at school 76%

Students who are interested and motivated 70%

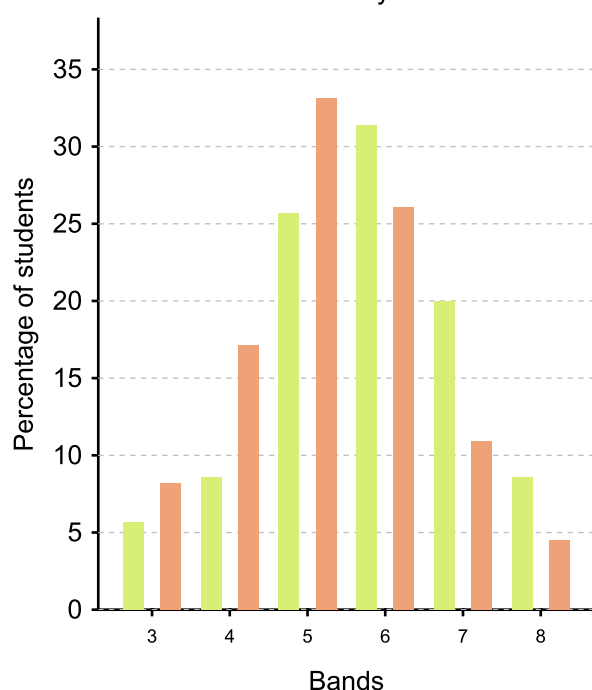
Effort: Students try hard to succeed in their learning 88%

Percentage in bands:  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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 Beresfield Public School in the Find a school text box and select GO to access the school data.



Students feel challenged in English and Maths classes and feel confident of their skills 44%

### **Staff Survey: Respondents = 29**

#### *Eight Drivers of Student Learning*

Leadership 8.7

Collaboration 8.3

Learning Culture 8.6

Data Informs Practice 8.0

Teaching Strategies 8.4

Technology 6.4

Inclusive School 8.6

Parent Involvement 7.3

#### *Four Dimensions of Classroom and School Practices*

Challenging and Visible Goals 8.2

Planned Learning Opportunities 7.9

Quality Feedback 7.8

Overcoming Obstacles to Learning 8.3

## **Policy requirements**

### **Aboriginal education**

Beresfield Public School has a significant percentage of Aboriginal students. We have an Aboriginal Education committee that plans and implements a number of strategies to cater for Aboriginal education throughout the school. Cultural activities are provided during NAIDOC Week and a cultural excursion occurs for all Aboriginal students later in the year. Aboriginal students are given additional assistance through an Aboriginal SLSO who works two days per week.

Students who require extra assistance as identified by their NAPLAN results are targeted through an academic assistance program. Staff are made aware of Aboriginal perspectives so that all students can be aware of Aboriginal heritage, culture and pride.

### **Multicultural and anti-racism education**

Beresfield Public School participated in Harmony Day celebrations again in 2016.

We again participated in making lanterns for the Maitland Riverlights Festival, which celebrates the diversity of cultures in the local area.

The school has a small but significant percentage of families from international backgrounds. Their influence and culture makes the school community richer.