

Beaumont Road Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Beaumont Road 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.

Malcolm McDonald

Principal

School contact details

Beaumont Road Public School

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Message from the Principal

Beaumont Road Public School is located in a quiet suburb on the lower north shore of Sydney. The excellent facilities, variety of programs, dedicated staff and supportive parents provide effective learning for students.

In 2016, teachers implemented the key learning areas and additional programs including Spanish, Music, Visual Arts, Problem Solving, Science and Computer Education. These programs were aligned to the needs of very motivated students who are developing necessary skills for the 21st Century.

The performing arts, sports, public speaking, student welfare initiatives and extra curricula programs achieved excellent student outcomes. Students with special needs were also supported with specific programs.

Parents were actively involved in curriculum, leadership roles and upgrading school facilities. The school is fortunate to have an outstanding School Council, P&C Association and sub-committees. The YMCA and OSHClub provided a before and after school care service.

Malcolm McDonald

Principal

Message from the school community

We can be proud of a year when the P&C Association invested more than \$189,000 in school projects. Major projects included the installation of new playground equipment, an upgrade to the canteen facilities and air conditioning in the assembly hall.

Thank you to our nine P&C employees – in the band program, the canteen and the uniform shop – who contributed to making 2016 such a success. There were three school bands containing 65 students from Years 4–6. Each week, our canteen team delivered more than 450 lunches and our uniform supervisor delivered about 15 orders.

Volunteers are an essential part of school life and we thank parents who supported events and activities. We are especially grateful to those who took on roles on P&C sub-committees or led projects. It was wonderful to have volunteers in place in all our Executive positions.

The P&C remains an active member of the school community and looks forward to supporting the school in 2017.

Carey Francis – P&C President 2015–2017

School background

School vision statement

Beaumont Road Public School has a high reputation for academic excellence and provision of quality programs. It aims to meet the needs of students from well educated, dedicated and committed parents.

Involved and committed staff members provide students with the capacity and confidence to be successful learners in the 21st Century.

School context

Beaumont Road Public School is a medium sized school located on the lower north shore of Sydney. It is located on an excellent site and students participate in a learning environment with quality facilities. The dedicated staff members work closely together to implement quality educational programs that ensure appropriate student outcomes.

Student welfare practices ensure students participate in a happy and caring environment that acknowledges achievement and responsibility.

Parents have high expectations for their children's education and participate actively with teaching staff. The school is an active member of the Killara High School Partnership.

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

Learning for students at Beaumont Road Public School was enhanced by a very committed staff and dedicated parents. There was a strong desire from teachers and parents to provide students with excellent facilities and additional engaging programs including band, music, dance, visual arts, chess, computer education, Spanish and learning support. Student welfare was integral to students at the school which included a positive merit award system, peer support, leadership, SRC and class buddy programs.

Teacher assessment and reporting practises provided parents with information about the progress of students. In Term 1 parents were invited to the parent information sessions and teacher / parent interviews. Parents highly valued the Student Led Reporting sessions and end of semester written reports. The school's 'open door' policy encouraged parents to meet the teachers as and when required.

Teaching

Teachers participated in regular professional learning sessions and additional initiatives to enhance their teaching skills. They provided motivating classrooms, implemented programs including incursions and excursions aligned to the needs of students. There was a collaborative culture where teachers engaged in effective planning, sharing ideas and work samples as well as meeting the professional standards for teachers.

Leading

Committed staff and parent leadership provided the background for all school members to excel. There continued to be an excellent positive relationship between the P&C and the teachers. The P&C Executive, parents' network, fundraising, band, building, uniform and canteen committees provided excellent support. There was a continuation to improve school resources including increasing the number of iPads, air-conditioning in the school hall, large playground equipment and a major canteen refurbishment. The School Council continued to contribute to leadership at the school including implementation of the master plan and before and after school care issues.

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 develop confident, highly achieving and successful learners.

Purpose

To develop students at BRPS who enter school with strong literacy and numeracy foundations and a positive attitude to learning. Students are confident about their school environment and are willing learners.

The teachers aim to implement school programs that are aligned to the needs of these students through appropriate teaching and learning programs and the provision of adequate facilities.

Overall summary of progress

TEACHING:

Students received excellent programs in the six key learning areas from well trained and dedicated staff. Teaching was enhanced by staff being placed on classes which best utilised their expertise. There was effective use of collected students' data to implement appropriate teaching programs. Teachers were very successful in providing programs aligned to the needs of all students. There was an emphasis to ensure students received quality Literacy and Numeracy programs. There were also programs to cater for gifted and talented students including class extension, problem solving and Killara High School workshops. Teachers also catered for the needs of students with learning difficulties through learning support programs including the Parent's Literacy Support Group, Multilit & Minilit.

The technology utilising iPads and laptops further supported student's learning. Homework, which was supported by the parents, was an important component for effective teaching.

LEARNING:

The students' learning was aided by teachers developing positive relationships with their students and parents and a strong support for the cognitive, emotional, social, physical and spiritual wellbeing. There was a culture of a safe, happy, motivating learning environment where there was an emphasis on encouraging positive behaviour, respect for cultural diversity and a tolerance towards differences in children. This resulted in improved performance of students in grade assessments, external competitions and NAPLAN. The majority of Year 3 and 5 students participating in NAPLAN achieved above national minimum standards.

The implementation of differentiated curriculum was designed to meet community needs and expectations and included:

- In-school programs – Spanish, Talkfest, Peer Support, physical education, sport, visual arts, choir, dance, reading groups, learning support, mathematics groups, incursions, excursion
- After-school programs – band, visual arts, dance, band and chess
- Community programs – PSSA sport, leadership camp, talkfest, UNSW competitions, debating, Talkfest at Parliament House, Transition to High School, scripture, ethics

LEADING:

Students throughout the school were given opportunities for leadership roles. Many parents at the school participate in leadership roles in their professional lives and the school values the leadership potential displayed by the students.

Opportunities included:

- In-school – School Captains/ Prefects, House Captains, Class Captains, SRC members, Peer Support leaders, Kindy Buddy program
- Community – Mungo Youth Conference, district leadership camp

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Continued improvement in NAPLAN literacy and numeracy data with a particular focus on the growth of individual students from	\$21 449	In Year 3 and 4 NAPLAN literacy and numeracy assessments, the majority of our students were placed in the top to bands and well above national average.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Years 3 to Year 6.		A more detailed analysis of the results of the NAPLAN assessments is provided later in this report.
A high percentage of students achieving above average results in school based and external assessments eg University of NSW Competitions	\$5 000	There continued to be a large number of Years 3 – 6 students participating in these competition. Parents highly value the opportunity for their children to experience these external competitions. As in previous years there were a number of students who gained distinctions and high distinctions.
Ensuring teachers have the skills to implement appropriate programs.	\$154 000	An excellent structural meetings and well managed professional learning program enabled teachers to be provided with skills to ensure the successful implementation of specialist programs aligned to the needs of the students. These included Problem Solving, Compute Education. Music, Visual Arts and Spanish.
Students both individually and in groups continue to gain success in inter-school competitions eg band, debating, public speaking and writing	\$2 500	There was successful involvement of these groups in the various competitions due to the strong support from teachers and parents.

Next Steps

- Introduce extra-curricular programs – physical education utilising a specialist teacher.
- Extend the visual arts program leading to a K–6 Art show at the end of Term 3.
- Refine the school report format.
- Extend opportunities for student wellbeing including celebrating No-Bully Day, additional leadership opportunities and increasing the number of teachers' aides to cater for special needs students.
- Improve the learning culture of our 21st Century learners by increasing the implementation of technology utilising desktops, laptops and iPads.
- Implement the GATs Future Problem Solving Program to Year 5 and Year 6 students

Strategic Direction 2

To develop a culture of collaboration which encourages professional learning, innovation and leadership.

Purpose

To provide professional development opportunities for staff to participate in ongoing professional development, reflect on their learning and share their expertise. To ensure a collaborative model which encourages professional growth including leadership and seeks to ensure the achievement of individual goals.

Overall summary of progress

TEACHING:

Teachers continued to participate in professional learning programs to enhance their skills to implement the six-key learning areas and other relevant programs. There was a schedule of meetings for teachers to be given opportunities to: improve their skills, review and revise teaching programs, analyse and assess students' data to ensure consistent teacher judgement, provide written and verbal feedback. The structured meetings were – stage/ support staff meetings, individual/ pair meetings/ professional learning meetings/ executive meetings/ domestic meetings.

LEARNING:

Staff has participated in a range of professional learning tasks which included school-based professional learning including the DEC code of conduct, external and on-line courses, Quality Teaching Rounds, accreditation and Class Observation Programs. This learning allowed opportunities for staff to plan lessons and units of work where creative and critical thinking was embedded into daily teaching programs. Staff was also given opportunities to share ideas to support their understanding of the cross-curricular capabilities of creative and critical thinking to develop 21st Century learning skills.

Staff also participated through the Killara School Partnership in research based professional learning on the impact of feedback, different types of stage appropriate feedback and individualising feedback to cater for all learning needs.

LEADING:

Opportunities were provided for staff to participate in leadership roles and extend their leadership skills. These included committee leadership, Relieving Assistant Principal and leadership in extra-curricular programs including dance, sports, Student Representative Council, Ryde District Debating competition, Ryde Schools' Spectacular, Northern Sydney Dance Festival, Ku-ring-gai PSSA sports and Mr Henskens' Talkfest initiatives. The school was successful in utilising the expertise of staff.

Teachers leadership skills were also developed through their involvement in teacher/parent interviews, information nights and general liaising with parents and community members.

The DEC based Professional Development Program enabled teachers to develop individual goals. This program was particularly useful for beginning teachers. There were also teachers participating in post graduate studies and Lead Teacher Accreditation. Invited teachers continued to provide leadership and expertise for practicums for UTS students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers participating in professional learning in addition to the regular school Team based program.	\$5 000	There was professional involvement in the following initiatives: <ul style="list-style-type: none">• Staff Development Days• KSP PL• Tertiary studies
Teachers regularly participating in sharing programs, ideas and work samples leading to improved teaching practices.	NIL	Teachers met on a weekly basis in stage groups to participate in collaborative planning sessions.
Teachers developing skills and	\$8 500	Four teachers successfully participated in the KSP

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
knowledge from participation in the Quality Teaching Rounds in the KSP model and the specialist Principal model.		Quality Teaching Rounds.
Teachers participating in the class observation program with fellow teachers.	\$10 500	All teachers took the opportunity to observe the class practice of four teachers and provide written and verbal feedback.
Teachers will create individualised and group goals for professional growth and leadership.	NIL	All teachers completed their PDP's as part of their professional growth. A small number of teachers included leadership goals.

Next Steps

- Encourage all teachers to participate in the classroom observation program.
- A continuation of teachers participating in the KSP Quality Teaching Rounds program and providing feedback to staff.
- An increase in the number of teachers presenting at professional learning initiatives.
- Analyse the strengths of beginning teachers to better utilise their expertise in the school.

Strategic Direction 3

To enhance a strong, collaborative and involved educational community.

Purpose

To ensure students' learning is enhanced through the involvement of parents and community members. Provide encouragement and opportunities for contributors to engage in the programs at the school and support the needs of the curriculum. This expertise and participation is seen as a great asset to the school.

Overall summary of progress

TEACHING:

There is a culture at the school where parents are highly valued for their involvement in the decision-making process and organisational structures and support at the curriculum level. Parents contributed to class reading programs, a very effective ethics and scripture program and special curriculum days including excursions and Measurement Day.

LEARNING:

The school's open door approach also encourages parents to be strong contributors and educational partners at the school. The school community is very supportive of the school initiatives and works hard to gain quality outcomes. There was a continued strong support for participation in parent information nights, teacher parent interviews, Grandfriends' Day and Student Led Reporting.

LEADING:

Last year there was strong support for the School Council, P&C Executive, canteen, uniform shop and band committees. The class parent network was again effective in organising fundraising and social events.

The School Council completed a master plan of the school which identified future locations for school buildings. Parents were involved in organising additional information sessions including the Interrelate program and participation in staffselection panels. The Principal continued to attend all P&C meetings, School Council meetings and actively listen to feedback from parents and the wide rcommunity to improve school performance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of parents participating with teachers in class reading, writing and mathematics programs.	NIL	There continued to be strong involvement of parents supporting class teachers. The positive relationship between teachers and parents benefitted students.
All positions on the School Council, P & C Executive and subcommittees filled by parents.	NIL	Many parents were available to fill the parents' roles at the school which also provided valued support for children and teachers.
The canteen and uniform shop with an adequate supply of volunteers	NIL	The canteen and uniform shop continued to effectively function with generous volunteers providing 450 lunches per week and an average of 15 uniform orders.
An increase in the number of parents supporting teacher initiatives.	NIL	Teachers were supported by parents participating in day and overnight excursions, maths incursion and making dance and performance costumes.

Next Steps

- Continue to encourage parent and community members to support the operation of the school.
- The school and P&C will implement strategies to broaden its volunteer base aligned to its changing demographics.
- The school will continue to seek parents who have a particular expertise which could be utilised to benefit programs at the school.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$500	Students were provided with appropriate programs to develop their skills.
Low level adjustment for disability	\$16 845 RAM \$11 910 Integration	Teacher and Integration Aides were utilised to support teachers to provide quality programs for identified students.
Quality Teaching, Successful Students (QTSS)	\$3 500	As a component to the school's partnership in the KSP program, four teachers were selected to participate in the quality teaching rounds. This involved observing and analysing the teaching practice of three teachers in other schools. At a school level, teachers participated in the classroom observation program.
Socio-economic background	\$887	Funds were used to support students to access the curriculum as required.
Support for beginning teachers	\$60 687	Beginning teachers were provided with opportunities to discuss teaching practice, participate in the quality teaching rounds, classroom observation programs and special programs.
Targeted student support for refugees and new arrivals	NIL	NIL
Killara High School Partnership	\$17 500	Teachers participated with five local Primary Schools and Killara High School in initiatives including: Quality Teaching Rounds, Middle Years Program, program sharing sessions, student workshops and High School special events.
City Country Alliance – Gol Gol Public School	\$10 879	Student leaders participated in the Mungo Leadership Camp. There was a weekly video conference with classes from Gol Gol Public School and teacher visits. Students gained a greater insight into life in Western NSW.
Teacher Exchange Program	NIL	An exchange teacher, Mrs Karla Hankins from Denver, Colorado very successfully participated in a teacher exchange program during 2016. Her husband, Mitch taught Spanish to the students. Children, teachers and parents valued their special contribution to the school.
Visual Arts	\$9 500	During Terms 3 and 4, students in Years 5 and 6 participated in visual arts with a specialist teacher utilising the school hall.
P & C initiatives: Canteen, Playground equipment and Hall air conditioning	\$135 000	Parents worked hard to lead the implementation of quality physical improvements at the school, including a canteen refurbishment, new playground equipment and hall air conditioning.
Technology – Coding Program	\$5 000	Students from K – 6 participated in a technology based coding program utilising a specialist.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	211	210	217	211
Girls	167	191	213	208

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.4	97.8	96.1	96.8
1	97.6	95.8	95.9	97.1
2	97.2	97.6	95.2	97.6
3	97.6	97	96.9	96.9
4	97	97.2	97	97.7
5	97.7	97.4	96.3	97
6	97.4	97.7	95.8	96.8
All Years	97.4	97.2	96.2	97.1
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
K C	16
K O	19
K K	18
YEAR 1G	24
YEAR 1/2EH	24
YEAR 1J	24
YEAR 2KH	22
YEAR 2JK	23
YEAR 3N	27
YEAR 3/4B	24
YEAR 3V	28
YEAR 4T	25
YEAR 4M	20
YEAR 5/6W	24
YEAR 5H	25
YEAR 5C	25
YEAR 6G	26
YEAR 6F	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
School Administration & Support Staff	3.22
Other Positions	0.15

*Full Time Equivalent

Workforce retention

There is a high level of staff retention at the school.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Teachers were given the opportunity to professionally develop during school-based professional learning, external courses, on-line training and the classroom observation programs. Four teachers participated in the Killara Schools Partnership Quality Teaching rounds. Teachers. There was also a culture of collaboration with teachers sharing their learning.

Nine teachers are working towards accreditation at Proficient.

Four teachers are maintaining their accreditation.

There were no teachers seeking voluntary accreditation at highly accomplished level.

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

Financial summary

The information provided in the financial summary includes reporting from 01 December 2015 to 31 August 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	662 109.89
(2a) Appropriation	536 676.21
(2b) Sale of Goods and Services	5 371.37
(2c) Grants and Contributions	118 789.12
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 273.19
Expenses	-324 332.30
Recurrent Expenses	-324 332.30
(3a) Employee Related	-143 530.96
(3b) Operating Expenses	-180 801.34
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	337 777.59
Balance Carried Forward	337 777.59

The school operates a separate account for Public Library Account which had an income of \$50,893.54 (with balance brought forward of \$18,182.72) and total expenditure of \$44,326.18. An amount of \$210,000.00 from income received from the OOSH Provider and left over money from the previous OOSH Provider has been allocated for a new Resource / OOSH room.

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	2 543 162.39
Base Per Capita	23 054.41
Base Location	0.00
Other Base	2 520 107.98
Equity Total	89 820.18
Equity Aboriginal	0.00
Equity Socio economic	887.27
Equity Language	31 279.56
Equity Disability	57 653.35
Targeted Total	7 690.00
Other Total	16 992.13
Grand Total	2 657 664.70

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

School-based assessment

Literacy Performance

The main staff development focus was the implementation of a school-wide synthetic phonics approach to the teaching of spelling and development of a K-6 spelling scope and sequence. Staff attended a whole day professional development session on the synthetic spelling approach. The English committee worked with their Stage groups to implement teaching and learning programs and presented work samples, lesson ideas and resources to staff. Twelve staff members also completed the online training course, Understanding Dyslexia and Significant Difficulties in Reading.

In the NAPLAN Writing test 42.6% of Year 3 students were placed in Band 6, compared with the District (35.8%) and the State (16.6%). There was also a large number of students gaining high level results in the University of NSW English and Writing Competitions.

Numeracy Performance

Students continued to gain results in the higher levels throughout the school. This was due to differentiated programs, explicit teaching strategies and progression from previous years. A high number of students gained distinctions in the University of NSW Mathematics Competitions. In Year 4 there was a higher number than in previous years who gained entry into an OC class.

In the NAPLAN Numeracy test, 84% of Year 3 students and 77% of Year 5 students were placed in the top two bands. Our Year 3 school performance was well above the State and District performance while the Year 5 was above State and at par with District.

Technology Performance

Wide spread use of iPads, laptops and PCs continued, with stage-based focuses on particular apps and web tools to assist the integration of technology within all Key Learning Areas. There was ongoing training in professional learning sessions, provided by the Technology Committee, including multiple workshops on Google Apps ('G Suite'). The specialist technology support teacher ensured the smooth operation of hardware and software throughout the school. Additionally, the school delivered a successful coding and robotics program in which students' collaborative and critical thinking skills were further developed. iPads were used as learning support tools for students in need across the school.

Specialist Program Performance

Specialist teachers worked hard to successfully implement a number of programs including Spanish, Mathematics Problem Solving and Music. Students were engaged in these programs and improved their knowledge of Spanish, enhanced their Mathematics Problem Solving skills and had a greater understanding and appreciation of Music. Visual Arts was introduced to students in Term 3 and was well received by the students and the community.

There were a large number of students participating in other special programs at the school, including choir, band, dance, chess and sport. The students were very fortunate to have been taught by class and specialist teachers.

Staff Development Performance

In addition to the school-based professional learning a number of teachers participated in two new initiatives. The Killara Schools' Partnership organised four teachers from each of its six feeder schools to participate in teacher observations in different schools. The majority of teachers at Beaumont Road Public School took the opportunity to spend a day observing four classes. Teachers were generous in sharing their skills.

School-Based Professional Learning

In developing professional learning, the Assistant Principals led four teams of staff to enhance and guide the learning and collaboration across all staff members. The committees were Literacy, Numeracy, Student Welfare and Technology. They provided learning and opportunities to share knowledge and resources and information in a supportive forum.

Beginning Teachers

Beginning teachers gained opportunities to develop their knowledge and teaching practice through the

school's professional learning program. The Assistant Principals worked closely with their Stage Teams to support the beginning teachers, including program development, management of behaviour and classroom routines. Professional development was also provided to inform all staff about the processes and requirements for the Accreditation at Proficient and Maintenance of Accreditation levels.

ICAS

A large number of students in Years 3 – 6 participated in the various University of New South Wales competitions. Parents highly value the opportunity for their children to experience these external competitions and acknowledge their children's achievements. Competitions were Information Communication and Technology, Reading and Language, Mathematics, Science and Spelling. As in previous years there were a number of students who gained distinctions and high distinctions.

Class Parent Involvement

There was a high level of involvement from parents in class reading and writing programs, special initiatives, Student Led Reporting, teacher/parent nights and excursions. The school has an excellent reputation for parent participation.

School Culture

The students benefit from a very positive school culture where parents and staff work together to provide the best possible education outcomes. The 'open door policy' is highly valued at the school where parents are encouraged to be active participants in all aspects of the operation of the school.

Parent Committees

There is strong support in the various P & C Executive and sub-committees. These important groups in the school are well managed by parents and contribute towards improved outcomes. Teachers appreciate the work of these dedicated parents.

Community Support

The school has close connections with the community. It continues to have representatives from the various religious groups provide a quality scripture program, parents implementing an Ethics program and local shops supporting fundraising programs. The school playground is used appropriately during the weekends for the many local families. Local sports groups utilise the school grounds for training.

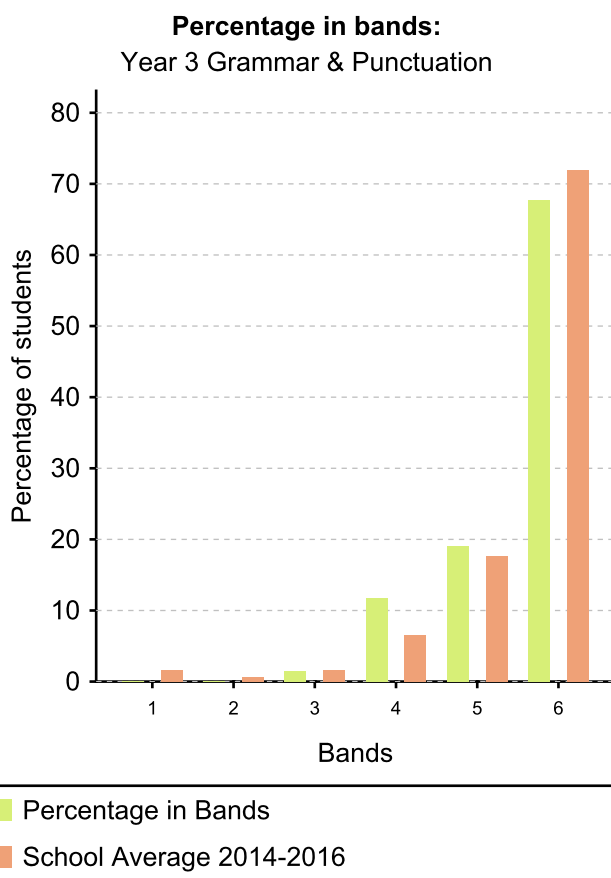
Best Start Program

The students entering kindergarten participated in the Best Start program. This provided opportunity for teachers to gain a more thorough understanding of students learning needs and information was provided to parents.

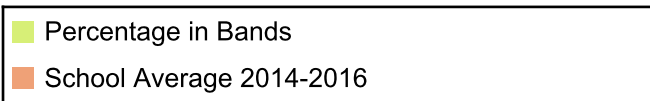
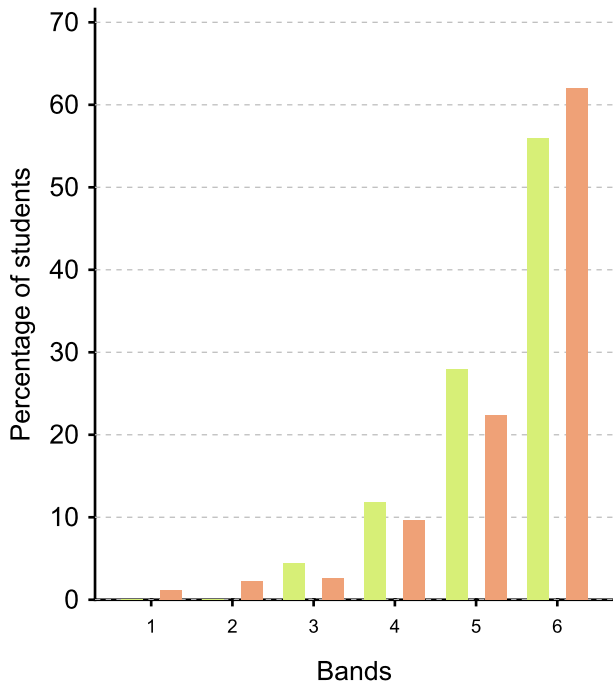
NAPLAN

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.

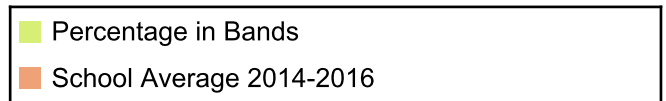
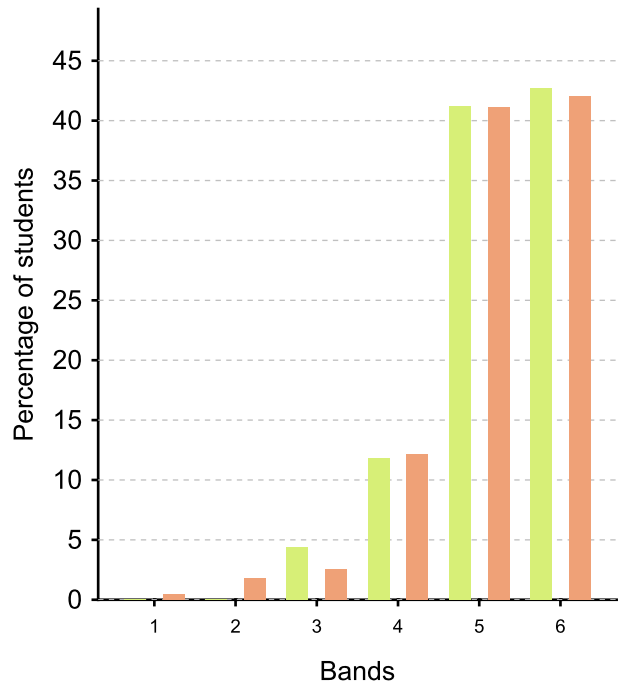
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



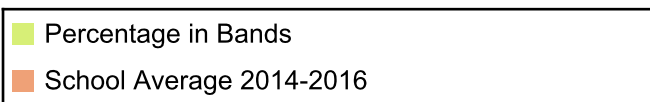
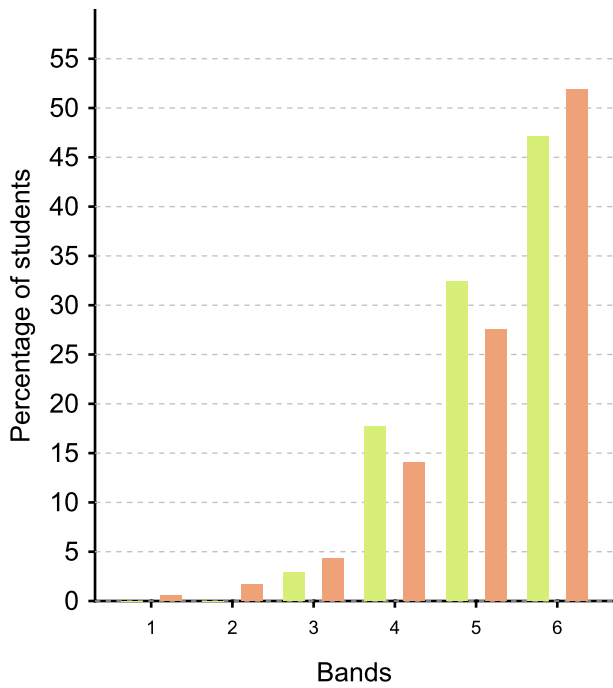
Percentage in bands:
Year 3 Reading



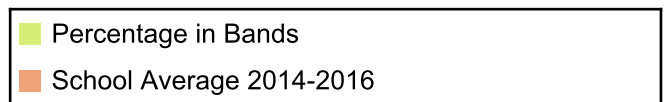
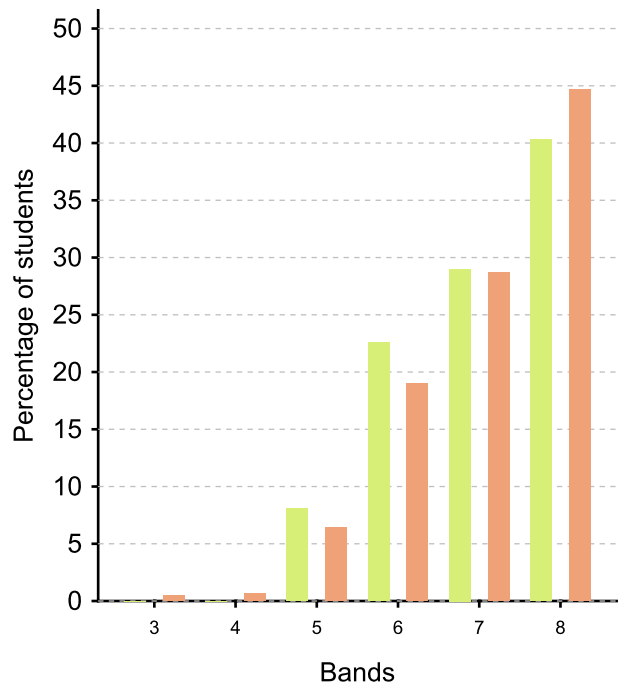
Percentage in bands:
Year 3 Writing



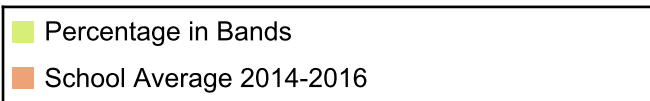
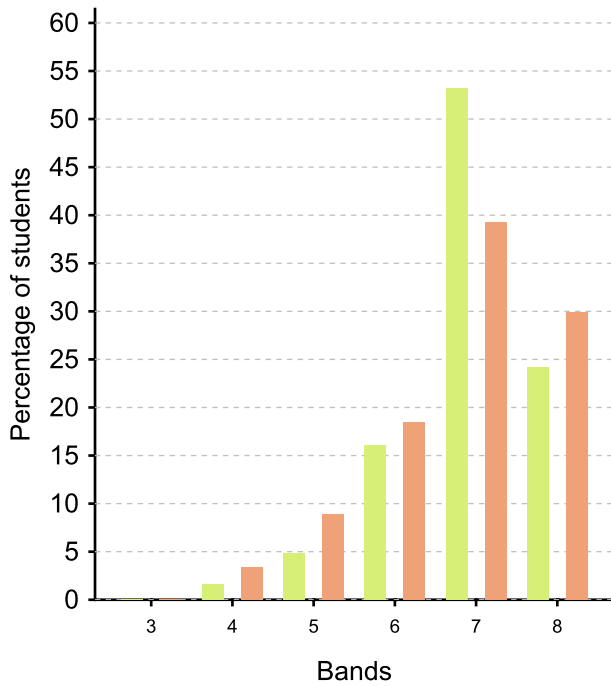
Percentage in bands:
Year 3 Spelling



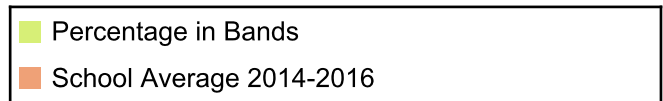
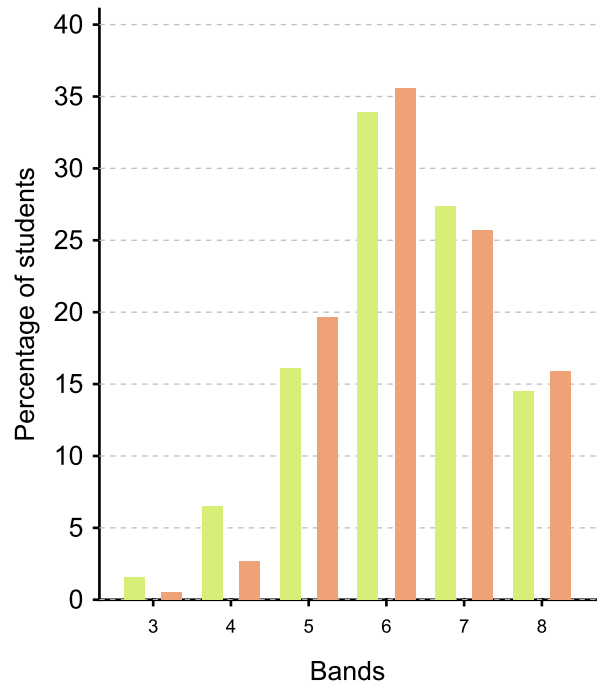
Percentage in bands:
Year 5 Grammar & Punctuation



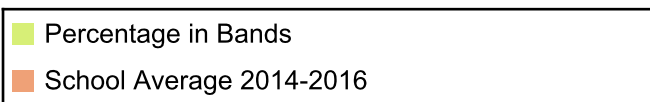
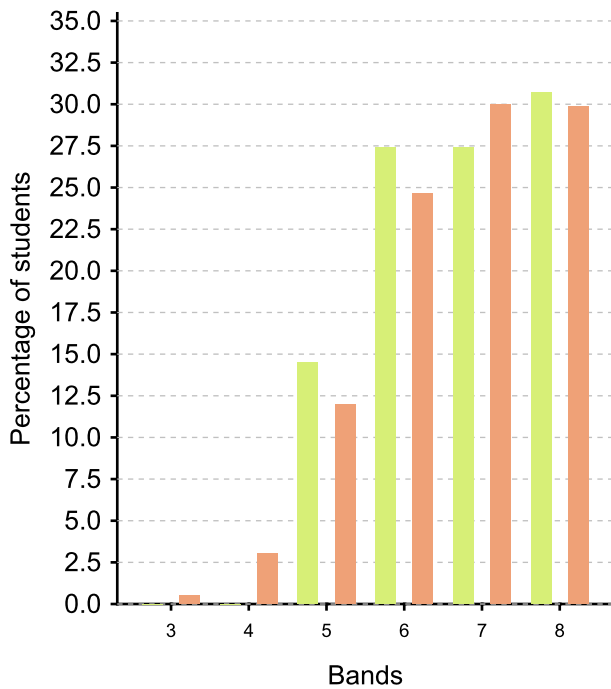
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Year 3 Literacy: The majority of the students in the following subjects achieved in the top two Bands.

Reading: In Band 6 there were 64.9% students in 2015 and 55.9% in 2016. Students performed above the District level of 54.1%

Writing: In Band 6 there were 42.6% of students compared to the State performance of 16.6% and District performance of 35.8%

Grammar: There were no students in Band 1 and 2 and less students in Band 3 compared to 2015.

Spelling: There were no students in the lower two Bands.

Year 5 Literacy: The majority of the students in the following subjects achieved in the top two Bands.

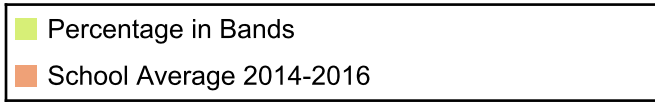
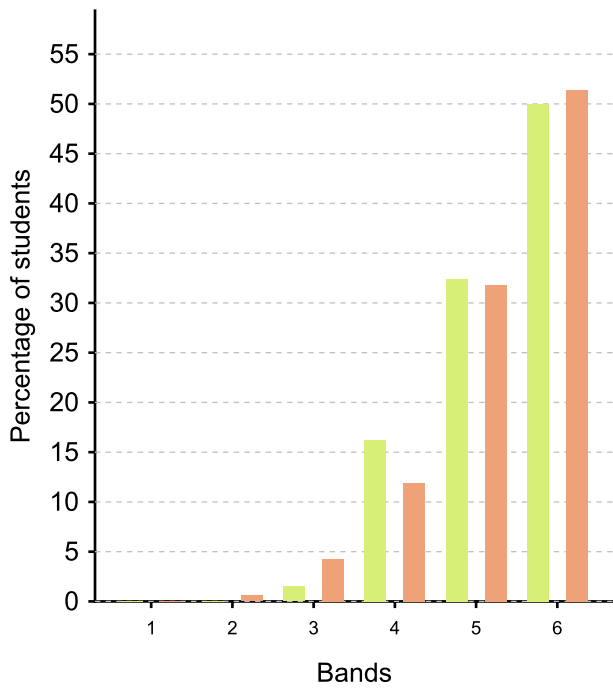
Reading: In Band 8 there were 24.2% students compared to 36.9% in 2015.

Writing: There was an increase in a number of students moving from lower Bands to higher Bands.

Grammar: There were no students in Bands 3 and 4.

Spelling: There were no students in Bands 3 and 4.

Percentage in bands:
Year 3 Numeracy



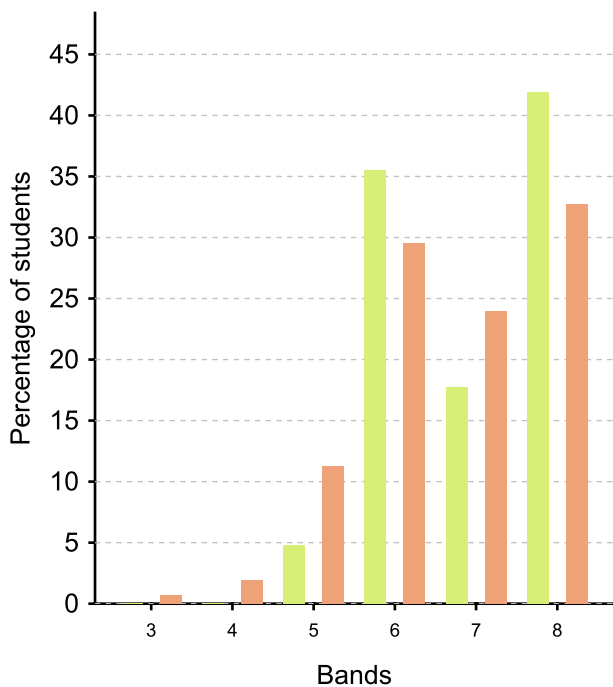
Year 3 Mathematics: The majority of the students in the following subjects achieved in the top two Bands.

There was a maintenance of 50% of students placed in Band 6 and no students were placed in bands 1 and 2. There were more students placed in Bands 4 and 5 compared to 2015. Results were well above State and District.

Year 5 Mathematics: The majority of the students in the following subjects achieved in the top two Bands.

In Band 6 there were 41.9% of students compared to 29.7% in 2015. No students were placed in Bands 3 and 4. Results were above State and at par with the District.

Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

Parents at various meetings and informally expressed high levels of satisfaction with the school's programs, staff and facilities. Students were given opportunities to participate in improving their school through involvement in the SRC, class feedback and individual comments. Teachers also worked enthusiastically to engage students in quality programs and be active members of the school.

Policy requirements

Aboriginal education

Teachers at the school are provided with resources and professional learning to ensure the inclusion of Aboriginal perspectives in the content in all key learning areas. This ensures students receive an education about Aboriginal histories, culture and current Aboriginal Australia.

Multicultural and anti-racism education

Teaching and learning programs are designed to foster students' understanding of culture, cultural diversity and anti-racism. All school members implement policies to ensure a harmonious school with appropriate communication and respect to cater for culturally diverse backgrounds. There is a staff Anti-Racism Contact Officer.

Other school programs

Student Leadership

The school has an active Student Representative Council, a Year 6 group of Captains, Prefects and House Captains. The SRC consists of two representatives from Classes 2 to 6 and discusses school issues. The main role for the Captains and Prefects is leading the weekly school assembly. Opportunities are also provided for Stage 3 children to lead the Peer Support and Kindy Buddy program.

Environmental Education and Sustainability

To support environmental education at the school a vegetable garden operates outside the school library. Parents and teachers maintain the garden which is a valuable learning resource.

Family and Community Programs

Parents, through the class parents' network organised successful social and fundraising events. These included the Beaumont Bivouac, Mums' Night Out, School Disco, Fathers' Barbecue, Trivia Night, Gala Day and Years 5/6 Trivia Night. There is always a high level of support from parents to ensure successful outcomes.

Band Program

Parents organised the four school bands for students in Years 4 to 6. Students were given opportunities to participate in tutorials, band rehearsals, school performances and local community events. The band program continued to be highly valued at the school.

Ryde Schools' Spectacular

Beaumont Road School's choir and band / dance groups successfully participated in the Ryde Schools' Spectacular held at the Opera House. It was an outstanding performance and enjoyed by parents.

Dance Program

There continued to be a large number of dance groups at the school led by school teachers and an external teacher. The school is fortunate to have so many teachers keen to be involved in extending the children's creative skills. Two groups of children from Years 4 – 6 participated in the Northern Sydney Region Dance Festival at the Glen Street Theatre.

Choirs

Teachers taught children from Years 1 and 2 which was a junior choir. The senior choir with children from Year 3 – 6 also performed at various events and the highlight their participation with other schools in the Ryde Schools' Spectacular held at Opera House.

Chess Program

Approximately sixty students from Years 2 to 6 enjoyed the weekly after school Chess Program. Parents value the opportunity to have their children learning chess skills.

Friendship Links Program

This program was introduced throughout the school to provide a positive approach to acknowledging school members. Children and teachers regularly wrote links with positive comments which were accumulated as large chains displayed in classrooms.