

Beresford Road Public School

Annual Report



2016



4405

Introduction

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

David Leydon

Principal

School contact details

Beresford Road Public School

Beresford Rd

Greystanes, 2145

www.beresford-rd-p.schools.nsw.edu.au

beresford-rd-school@det.nsw.edu.au

9896 2644

School background

School vision statement

We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment that fosters meaningful integration of technology. We aim to develop in students the skills of communication, collaboration, critical thinking and creativity.

Every student has the opportunity to achieve their personal best through engaged active learning in a safe, fun, respectful and supportive school.

School context

Beresford Road Public School was constructed in 1969 and is situated in a growing residential area which proudly serves the Greystanes and Pemulwuy local communities. The school has spacious grounds and amenities which are able to cater for the 638 students which are currently enrolled in the school. Fifty-one percent of students that attend the school are from non-English speaking backgrounds.

The school has a special education unit with three Multi-categorical classes. All learning spaces have interactive white boards and air conditioning. We are part of the Pemulwuy Learning Community. The school's educational plan has a strong focus on improving the educational outcomes for all of our students in the areas of student learning and well-being.

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

There is a demonstrated commitment within the Beresford Road Public School community to strengthen and deliver on school learning priorities. Beresford Road Public School staff members are open to change and adopt new practices and syllabuses with enthusiasm. Positive, respectful relationships are evident among students and staff, promoting student well-being and ensuring good conditions for student learning.

There are high levels of student, staff and community engagement. We address the needs of identified student groups. We have enrichment classes for our gifted and talented students. We have individualised learning programs for our Aboriginal students and the help of school learning support officers and learning support teachers for students with disabilities or for whom English is an additional language. Although we have an involved community, in 2016 we further strengthened community engagement in student learning by running sessions on how parents can support their children's learning at home in grammar and reading.

The school implements a whole school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. We have moved from being a PBL school and are now teaching the 'Bounce Back' program. We have a rule of the week based on our values of 'Be safe', 'Respect', 'Participate' and 'Strive for Excellence' and teachers discuss what the rule looks like in different areas of the school. This is often followed up in the school newsletter. Students earn caught you cards for displaying positive behaviours. Teachers have been implementing Bounce Back lessons in their classrooms resulting in fewer detentions. In 2016, we implemented the Buddy Bench system to aid students who find it difficult to find friends in the playground.

Curriculum provision is enhanced by learning alliances with the Pemulwuy Learning Community. Our teachers shared their best practices with teachers from other schools in the PLC and learned new ideas from the other teachers, which they have then implemented into their classroom practice. We are currently part of a project to improve student articulation of their learning. In 2016 we focused on Learning Intentions and Success Criteria. This involved a leadership program where project leaders visited schools already using it as a practice then implementing it in our own schools.

A high level of integration of technology is evident in every classroom where teaching is innovative and engaging for the students. All classes have a laptop per child, either an XO, a chrome book or an Infinity. We also have a computer room with 32 computers and another 32 computers and 32 iPads in the library. Students make movies, use green screens to manipulate photographs, create websites and create graphic organisers using technology. Students use Google Docs and Google classroom to share documents they produce with their peers and their teachers for feedback. Some of the Stage 2 and Stage 3 classes have used Tinkercad to successfully design Christmas decorations, name tags for new Kindergarten students and gears for an artwork. These designs were then printed using our 3D printer. Teachers also designed and printed customised mathematics manipulatives for use in Mathematics lessons.

Extra-curricular learning opportunities are significant to support student development and are strongly aligned with the school's vision, values and priorities. We have PSSA teams in netball, Newcomb ball, softball, soccer, tee ball, AFL and touch football. Our school girls' AFL team also plays on Sundays. We have an active SRC, a gardening club, a Code Club, three dance groups, a drama club and a choir which performs at venues such as the Sydney Opera House. Students have the opportunity to learn keyboard or guitar.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. School reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Teachers regularly plot student achievement on PLAN and in 2016 we ensured parents have an understanding of what their children are learning and receive regular information to support progression to the next level. The school achieves value added results and most students are at or above national minimum standards on external performance measures. In 2017, we aim to ensure the performance for equity groups within the school is comparable to the performance of all students within the school.

Teachers differentiate and make adjustments to cater for the diverse learning needs of their students. Some students require intervention in the form of a program such as Reading Recovery. We have decided that much of SLSO and support teacher time is most effectively in structured interventions. In 2016 we used Reading Recovery, Rip it up

Reading and Multilit for literacy and CAMS and STAMS for mathematics interventions. All of these programs have shown excellent improvements which are evidenced both through assessments and teacher observations. In 2017 we will be adding MiniLit and L2 to our intervention programs to improve growth between Kindergarten and Year 3.

Beresford Road has a number of practices to aid transition. Teachers plot their students on PLAN. This gives valuable information for the teacher the following year. Anxious students spend time in the classroom of the teacher for the following year, establishing a great relationship between the teacher and the student. We ask for information from preschools about students starting school. We spend time with the Year 7 coordinator from the high school to ensure all students have a smooth transition. With the support of our school counsellor, who shares our school and the local high school, students with special needs or anxiety spend extra time at the high school to ensure a smooth transition.

We utilise Sentral attendance reports to show students with either less than 85% attendance, regular non-attendance on particular days or changing attendance patterns. Parents are contacted to discuss issues and if we still have concerns, students are referred to the Home School Liaison Officer. Students who are late without reason more than 3 times in a term are counselled by the deputy.

We have a very low detention rate at Beresford Road. Casual teachers comment on how friendly and respectful our students and staff are. Staff at excursion venues and camps regularly comment on how well behaved our students are.

We demonstrate our value of staff and student well-being by devoting one third of our school plan to it. We allocated our School Development Days to learn more about Growth Mindset, with workshops for both teachers and parents. We have adopted Mindfulness as a practice in some classrooms. All students also have access to Mindfulness sessions at lunchtimes.

In 2016, we changed the way we reported to parents to give more relevant information that is easier to comprehend. We asked the parents what they wanted to know about their children. We removed the 'Effort' tick and spoke more about student engagement in the comment. We now have one large comment covering all KLAs as sometimes more needs to be said in a particular KLA than another. We discuss strengths and areas for development. Parents have given very positive feedback on the new format of the reports. Along with two reports per year, we have parent teacher interviews at the beginning of Term 2 and parents are invited to discuss the report if they wish to.

TEACHING

Teachers at Beresford Road regularly review and revise teaching and learning programs and classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school goals.

Teachers all write a teaching program that is responsive to students' needs. Teachers collaborate across the stage to create programs and share ideas but teachers adapt the programs to their own class and make notes about changes. At Beresford Road Public School, there are few behavior problems and a walk around the school would find all students engaged in learning.

At Beresford Road, we analyse NAPLAN results and look for trends, growth, areas of strength and areas in need of further development. Each strand, such as spelling, is analysed in fine detail and presented to the rest of the staff. These results are discussed in weekly staff meetings and we look at suggestions for improving teaching practice. In response to data, including NAPLAN, the executive makes decisions about targeted support to individual students and directions in the school plan. NAPLAN results are presented in detail to the P and C at a monthly meeting.

Beresford Road is part of a Pemulwuy Learning Community (PLC) Project to improve student articulation of learning. For 2016 we had the goal of ensuring that learning intentions and success criteria (LISC) were clear in every classroom across the PLC. One executive from each school partook in Professional Learning on LISC, including visiting other schools and watching lessons in schools already implementing LISC. Each of these leaders then led professional development in their own schools. This leadership developed expertise in the teachers. These teachers then perfected the use of LISC in their own class before teaching their own stage. The stage leaders gave demonstration lessons and then watched lessons in their peers' rooms, giving and receiving feedback. The principal and deputy conducted lesson observations and gave feedback to every teacher in the school. By the end of 2016, all teachers were using LISC in their lessons. Students were better able to articulate their learning. Stage planning days at the end of each term and stage meetings once a fortnight for cooperative programming, give plenty of opportunity to ensure consistency of curriculum delivery. Teachers share programs and lesson ideas using Google Drive. The staffroom is another forum at Beresford Road is a place where teachers share lesson ideas and successes.

All teachers and executives meet with their supervisors to work on their Professional Development Plans. Teachers are given access to opportunities to gain the understanding and experience to meet their learning goals. Sometimes this is undertaking external training. For example, a teacher wanted to learn how to code. She attended a course and then started a code club at school, training other teachers and students how to code. Sometimes teachers teach themselves, for example, a teacher wanting to learn how to use computer assisted design to create products to 3D print, learned online. She then taught other teachers who then taught the students in their class. Sometimes the teachers observe

lessons and learn from their peers or executives at Beresford Road or another school. For example, some of our teachers interested in leadership opportunities, became leaders in our LISC project, leading not only the teachers in their stage, but teachers across the learning community. In response to under-performing students, a number of teachers were trained in Rip it Up Reading and MultiLit to improve literacy and CAMS and STAMS for remedial Mathematics. A teacher led staff in professional development in problem solving in Mathematics after attending a course.

LEADING

Staff have purposeful leadership roles based on professional expertise. For example, a teacher with excellent integration of technology into her teaching, is team teaching with teachers of other classes for 2 lessons per week. As part of the Pemulwuy Learning Community, we have been developing our leaders through our LISC project. The school has productive relationships with universities and hosts many pre-service teachers each year. Parents and community members have the opportunity to engage in a wide range of school activities. Most classes utilise parents or EdConnect volunteers in their classrooms to assist student learning. Parents are welcome to participate in school assemblies and more than 50% of parents attended our 'Meet the teacher' evening. Events such as 'The Easter Hat Parade', 'Art in the Dark' and swimming and athletics carnivals are well supported by parents.

We have an active P and C organisation, with parents who are willing to help in any way they can. Parents worked together to paint a word mural on wall near where students eat their lunch. This helped to develop a sense of community and for parents who didn't know anyone else to get to know other parents. The students are proud that their parents painted it and enjoy looking for words while they eat their lunch. The school uses innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. Staff are committed to, and can articulate, the purpose of each strategic direction in the school plan and have embraced the changes.

The Multi-Categorical Unit in our school is in its second year and the strategic direction of Organisation and communication in our school plan reflected the changes in organisation required for the smooth integration into our school. This has been very successful and saw one of the MC students as vice captain of the school in 2016. Most of the students have been integrated into the playground, two went on the Stage 3 camp and some represented the school in PSSA sport, swimming and athletics. Regular teaching staff are rostered into the SPA (safe play area) at lunchtime for MC students not yet able to integrate into the school playground.

Workforce planning supports curriculum provision and the recruitment of high quality staff. We employed a general assistant who is skilled in technology and is able to find creative solutions to our IT issues. This has allowed us to free teachers who have excellent technology skills to concentrate on developing staff in the effective use of technology to improve pedagogy, rather than fixing hardware issues. We have employed executive staff that have the skill set suited to the needs of our school and its students and our learning culture. Physical learning spaces are used flexibly and technology is accessible to staff and students. The use of school facilities is optimised within the local community to best meet the needs of students and the local community. We have a homework club after school where teachers stay back and help children with their homework, allowing them to access computers where necessary.

The classrooms are used for Greek school and keyboard and guitar lessons. The hall is utilised for karate, tae kwon do and dance. We offer before and after school care for up to 80 students onsite. The local preschool comes over for story time and borrow books from our library.

Practices and processes are responsive to school community feedback. Parents, teachers and students are surveyed regularly and the results analysed. For example, the 'Tell them from me' survey data was analysed to determine areas we could improve in as a school. The need for higher expectations of students, more independent learning habits and a reason for learning were high on students list to improve. In 2016, by ensuring teachers are explicitly communicating learning intentions and success criteria and use project based learning, we have created learning environments that foster independence and high expectations.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. We have a website, newsletter (which is available on paper or electronically), a Facebook page and a P and C Facebook information page. We are using an online payment system for parents to make payments for excursions. Parents have teachers' email addresses and many regularly correspond about their child's progress. Many of the teachers use CClass Dojo to communicate with parents and showcase what they are doing in the classroom. 2016 saw the introduction into our school of LMBR. This is a major part of our Organisation and Communication strategic direction. While it may not directly impact student outcomes, if the process was not successful, it could have negatively impacted the running of the school.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student and Staff Well-Being

Purpose

To develop resilient students who are not only happy to attend school but are equipped to function as well rounded citizens. We will focus on strengthening the school's capacity to engage more effectively with students, parents and community service partners through the use of Kids Matter.

The importance of student well-being to learning has proven been as crucial. It is to this end that we are obliged to ensure all students and staff members are attending to their well-being.

Overall summary of progress

Bounce back lessons are being taught in every classroom weekly. This has resulted in students being more willing to talk about how they feel. The captains now run morning assembly, increasing their confidence as leaders. The student population are very responsive to their leadership. The SRC have taken on a greater role and representatives hold the position for a whole year. The SRC instituted a buddy bench to help children who have no one to play with at lunchtime. We have run a number of parent workshops on resilience, grammar and reading. All teachers took part in the PDP process.

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">• Evidence of improvement in teaching practices and student learning.• Aboriginal students achieve their goals from their IEPs.• All staff have been given and respond to feedback given by executives.• Bounce back program surveys reflect parent satisfaction.• Improved attendance rates for both teachers and students.• Improved student performance as measured through PLAN data and NAPLAN results.	<ul style="list-style-type: none">• Implementation of Learning Intentions and Success Criteria has developed student voice – they are able to articulate their learning and success• Senior executive have provided lesson feedback to all class teachers based on school priorities.• Parents report that students are well supported by staff and through school programs.	<p>SRC initiatives – \$1000</p> <p>Resilience workshop – \$1500</p>

Next Steps

We will continue Bounce Back Lessons in all classes next year. We will continue to run parent workshops. We have plans for one on Children's Nutrition and how we teach Mathematics. Next year we will be trialing a chaplain to cater for the needs of children experiencing difficulties socializing with other children. She will give counseling support and run social skills programs with groups of children. Homework club will continue as it provided homework support for over 70 students each week.

Strategic Direction 2

Student Learning

Purpose

To be innovative and teach students for the 21st century. We promote effective and innovative use of digital communication. We foster critical thinking, creativity and problem solving to develop collaborative students who can communicate and are literate and numerate.

Students will develop efficient numeracy strategies.

We will ensure struggling readers learn basic reading skills. We will provide professional learning that inspires teaching for a purpose.

Overall summary of progress

As part of the Pemulwuy Learning Community, we have trained teachers to use Learning Intentions and Success Criteria. LISC is now visible in all classrooms and students are better able to articulate their learning goals.

Teachers are now programming and teaching using all the latest syllabus documents in all KLAs.

We are targeting under-performing students with intervention programs such as MiniLit and Rip It Up Reading along with in-class support. We introduced CAMS and STAMS as a remedial maths program for under-performing students resulting in outstanding improvement in Maths skills in these students in Years 3–6.

We investigated and purchased a 3D printer for our STEM program. Teachers were taught how to design using 'Tinkercad'. Children in three classes learned computer assisted design using the 'Tinkercad' program. Their designs were printed on our 3D printer creating an artwork made of gears working together, Christmas decorations and name tags for next year's kindergarten students.

Teachers are using Google Drive for sharing documents and some primary students are sharing their work with their teacher for feedback. We experimented with the use of Chromebooks in one classroom.

We employed a speech pathologist for an extra day a week to train teachers and cater for the 3–6 and multi-categorical students in small groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of teachers feel confident using the new Science Syllabus to program meaningful learning experiences in Science</p> <p>100% of teachers show evidence of integrating ICT into regular lessons</p> <p>80% of students increase in growth of at least one cluster in PLAN.</p> <p>Identified lower performing students will be able to identify blends and decode words using phonics based on Rip it up Reading assessments.</p>	<ul style="list-style-type: none">• 100% of teachers using all current syllabus documents including Science, History and Geography.• All teachers use XOs, Chromebooks, iPads across KLAs in their classrooms.• Remediation programs in place for identified students in literacy and numeracy resulting in positive growth in skills and confidence.• Over 90% of K–2 students grew but at least a PLAN cluster.	<ul style="list-style-type: none">• Remedial programs – \$60 000• Purchase of computers & 3D printer – \$17 000• Speech Therapist – \$44 000

Next Steps

We will expand the use on intervention programs rather than giving in-class support, to target 'as risk' students. We are taking part in a research project using MiniLit in Year One. We will continue using CAMS and STAMS for those students who are experiencing difficulty in Maths along with Rip It Up reading, Reading Recovery and MiniLit and MultiLit for reading assistance. In addition, our ESL teacher will train in L2 and is developing a program called 'Reading Stars' for Year 2 students. We will continue to use our support teachers to take support groups in the morning and RFF in the afternoon.

We will move to 40 minute RFF breaks to enable all classes to access library classes. We will employ a teacher to teach gymnastics to all classes, so children no longer have to pay money to be taught skills in this area.

Together with Pemulwuy Learning Community, we will continue with our plans to increase our students' articulation of their learning. We will consolidate LISC in our classrooms and focus on FEEDBACK and QUESTIONING., developing new leadership opportunities for teachers who will lead their stage.

We will replace WUSHKA with Sunshine Classics as an online reading program as it is cheaper and has similar features. We will trial Soundwaves spelling program in Stage 2 after the success in Stage 1. We will discontinue Literacy Planet as few classes have been using it.

We will discontinue the employment of the speech pathologist as teachers have been trained in helping students with speech or language problems.

Strategic Direction 3

Effective Organisation and Communication

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, innovation, empowered leadership and organisational practice.

We will set up new systems that cater for a multi-categorical unit and increased student and staff numbers and that reflect local and systematic priorities.

Overall summary of progress

Oliver library program is fully implemented. Teachers have been trained on how to borrow. Readers for classrooms are now borrowed through the library. This allows for better tracking of books and fewer resources lost.

We use Classcover to book casual teachers. This results in better communication as the principal, deputy and SAM are informed of who is absent, when and why and which casual is replacing them.

Our Facebook page continues to be the most effective way to communicate with parents. One post reached over ten thousand people and had a post engagement of over 23 thousand. Some teachers are using Class Dojo as a means of communication with parents.

Students in the MC classes are integrated where possible into the mainstream. This occurs in assembly, excursions, the playground, camps and sport. For the students who can not play safely in the playground, we have a safe play area. Mainstream teachers are on the roster to undertake playground duty in this area. Due to community support, we won a competition to raise money for a shade sail for the SPA.

Principal, SAM and SAO were trained in LMBR and it became our method of operation later in the year. Online payments for uniforms continued with Flexischools but other online payments are now made through POP. This has lessened the time counting money for the SAO and freed her to complete other tasks.

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">• Increased viewing of Class pages on school website• Staff have a record of minutes of Stage meetings including their responsibilities.• Admin staff have a record of who is in what teams or dance groups.• Support Unit students and staff are integrated into the life and culture of the school.	<ul style="list-style-type: none">• Class website pages were replaced with Facebook posts and Dojo communication. A number of class posts have been viewed by more than 5000 people.• Google drive has allowed for the efficient sharing of school organisation.• Successful integration of support students into mainstream lessons, representative sporting teams, school camps and student leadership.	Nil

Next Steps

We will continue to implement LMBR but keep Sentral for another year while we are learning the new system. After a tendering process, Healthy Canteens will take over our canteen, allowing parents to order online. We would like the canteen to become more a part of our community and increase communication. We anticipate an increase in the use of Google Drive to enable collaboration on, and sharing of, documents among the staff for stage meetings, sporting teams and shared programming.

The success and popularity of the school Facebook page means that it will continue as the primary source of school communication and information. Events, reminders and student learning all will be part of the Facebook feed. The school newsletter will continue its shift to an emailed document, reducing from 400 printed copies in 2014 to less than 100 in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	This funding was used to employ a Student Learning Support Officer to assist in meeting the literacy and numeracy goals for Aboriginal students in Stage Two.	8,164.83
English language proficiency	The majority of funds in this area were expended as teacher wages (\$160 000). The remaining funding in this area was used to support students in the classroom with SLSO (aide)time. Learning tasks better met the Individual Learning plans of students as a result.	185,727.83
Low level adjustment for disability	<p>The majority of this funding was used to employ a Learning and Support teacher (\$101 000). The remaining funding in this area was used in three main ways to maximise learning outcomes for identified students;</p> <ul style="list-style-type: none"> • Classroom SLSO (aide) support • Development of learning plans • Reviews for plans and achievements 	134,292.79
Quality Teaching, Successful Students (QTSS)	Funds in this area were expended to support teachers to improve their pedagogy in line with the school plan and teacher developed Professional Learning Plans. by employing Jade Leverett (Assistant Principal) to mentor individual teachers.	2 teacher days a week in semester two.
Socio-economic background	The majority of funds in this area were expended to employ a speech therapist two days for in class support, therapy and teacher training. Some funds in this area were used to support students and families in need.	36,772.30
Support for beginning teachers	<p>Teachers received funding to support their development as beginning teachers. The funds were used in three main ways;</p> <ul style="list-style-type: none"> • Time to complete accreditation. • Professional learning experiences • Time to complete mandatory requirements 	\$54 000

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	221	238	285	307
Girls	217	230	255	283

Student enrolment numbers have increased from 389 students (March 2010) to 590 students (March 2016). Anticipated enrolment numbers for 2017 are 635 students. The continued development of the Pemulwuy housing estate contributes to the majority of increased student enrolments.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	95.6	94.7	94.4
1	94.3	95.9	93.4	95.8
2	94.4	95	94.9	94.2
3	94.8	94.3	93.7	94.1
4	94.4	95.2	93.9	93.7
5	93.8	96.3	94	93.9
6	95.1	93.9	94.1	94.3
All Years	94.7	95.2	94.1	94.4
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

Annual attendance rates for Beresford Road Public School continue to be good. The school's attendance rate is above the state average for all primary schools. A number of students had extended overseas leave which has an impact on overall attendance figures.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.3
Teacher of Reading Recovery	0.71
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	1.6
School Administration & Support Staff	7.06
Other Positions	0

*Full Time Equivalent

In 2016 a number of new executive position (Deputy Principal) was established due to growth in the school population. Two full-time teaching positions were added to the staff. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Beresford Road Public School has one staff member that identifies as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	73
Postgraduate degree	27

Professional learning and teacher accreditation

Beresford Road Public School has fourteen teachers accredited as Proficient and another eleven beginning teachers who are working towards gaining their proficient accreditation. Beresford Road PS has one teacher who is working towards accreditation at the Lead Teacher level. In 2016, teachers established Professional Development Plans to manage their learning. The goals were drawn from school need, teacher need and personal interest. These learning plans led to more individualised and meaningful professional learning opportunities for teachers.

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.

Income	\$
Balance brought forward	339 153.50
Global funds	324 659.63
Tied funds	303 532.02
School & community sources	165 954.96
Interest	6 054.67
Trust receipts	11 320.70
Canteen	0.00
Total income	1 150 675.48
Expenditure	
Teaching & learning	
Key learning areas	27 425.91
Excursions	87 289.71
Extracurricular dissections	44 036.29
Library	11 472.45
Training & development	7 314.71
Tied funds	214 000.29
Short term relief	64 257.50
Administration & office	56 158.83
School-operated canteen	0.00
Utilities	43 013.69
Maintenance	28 391.95
Trust accounts	14 770.80
Capital programs	30 766.94
Total expenditure	628 899.07
Balance carried forward	521 776.41

The information provided in the financial summary includes reporting from 9 September 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	577 073.71
(2a) Appropriation	541 608.21
(2b) Sale of Goods and Services	4 160.00
(2c) Grants and Contributions	30 080.02
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 225.48
Expenses	-276 218.96
Recurrent Expenses	-276 218.96
(3a) Employee Related	-119 659.97
(3b) Operating Expenses	-156 558.99
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	300 854.75
Balance Carried Forward	300 854.75

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.

Beresford Road Public School has a finance committee that meets twice a term to review school income and expenditure. School spending and budgets are presented to staff during planning meetings and the community at P & C meetings.

Financial summary equity funding

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

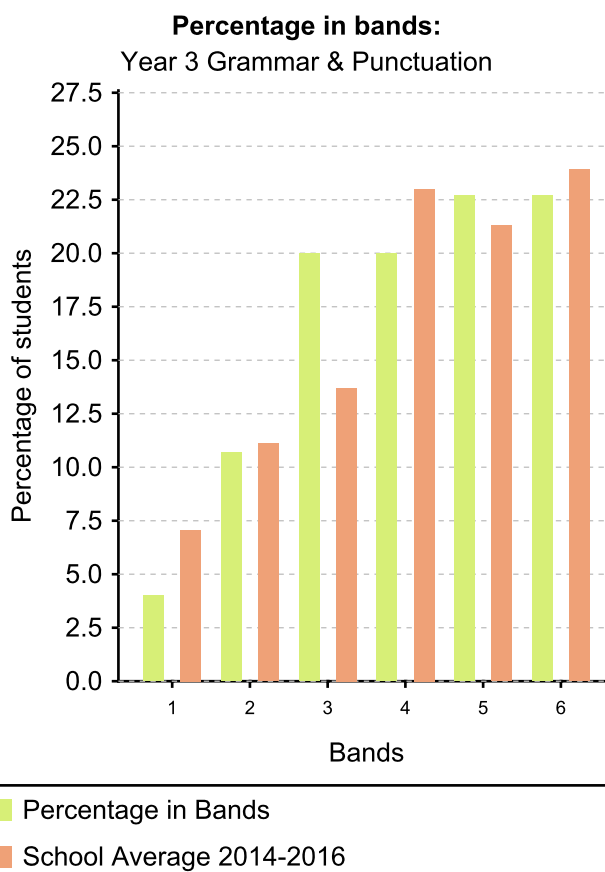
	2016 Actual (\$)
Base Total	3 634 332.72
Base Per Capita	30 098.23
Base Location	0.00
Other Base	3 604 234.50
Equity Total	364 957.75
Equity Aboriginal	8 164.83
Equity Socio economic	36 772.30
Equity Language	185 727.83
Equity Disability	134 292.79
Targeted Total	572 156.67
Other Total	75 274.82
Grand Total	4 646 721.98

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.

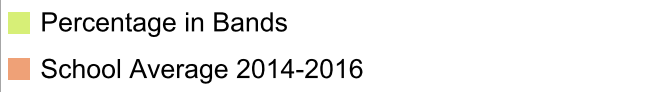
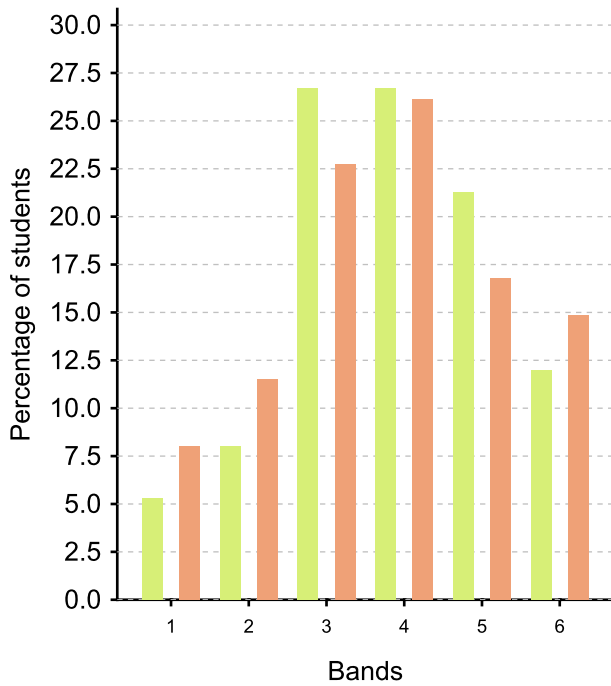
School performance

NAPLAN

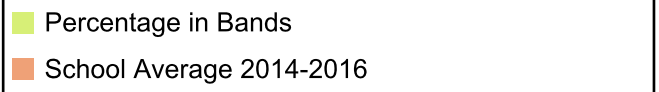
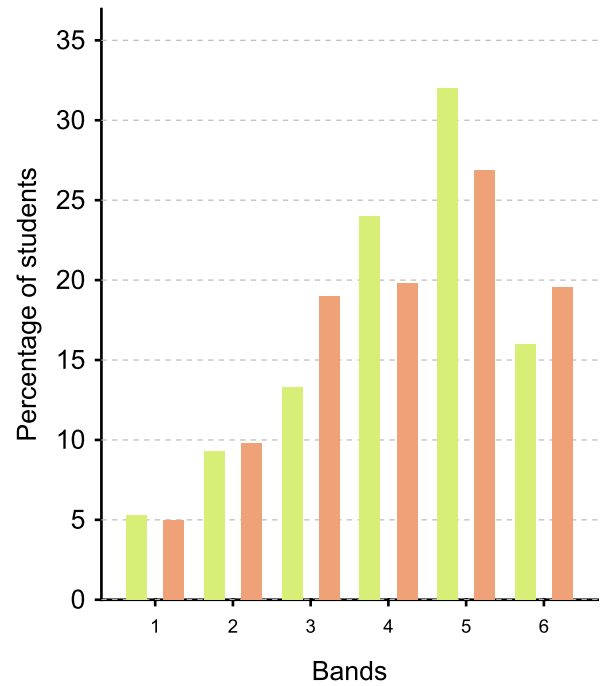
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



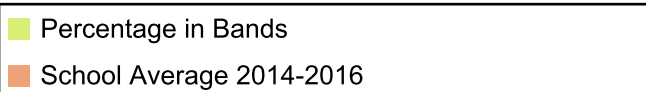
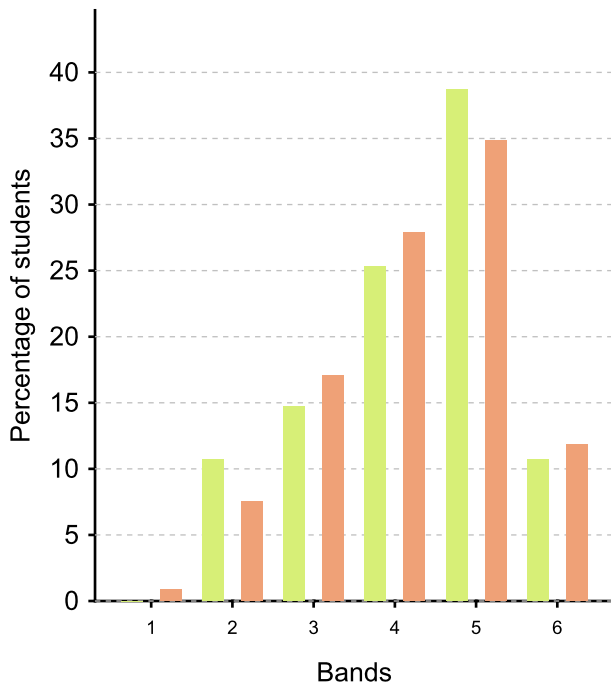
Percentage in bands:
Year 3 Reading



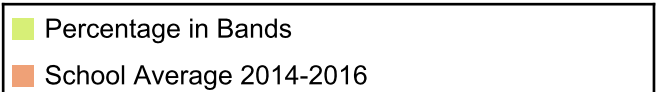
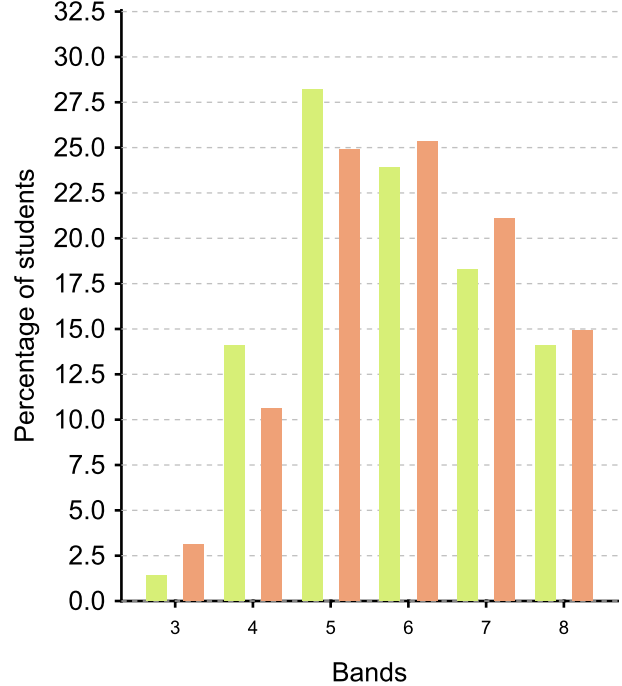
Percentage in bands:
Year 3 Spelling



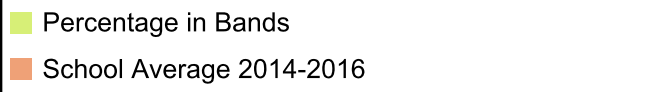
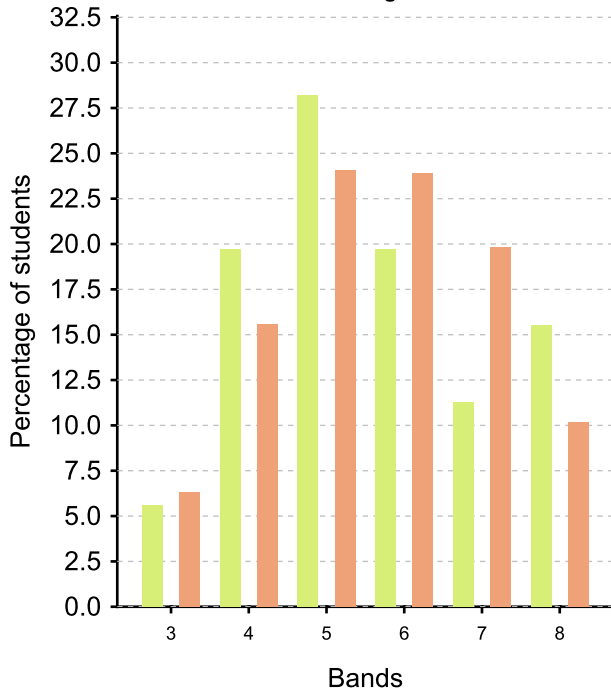
Percentage in bands:
Year 3 Writing



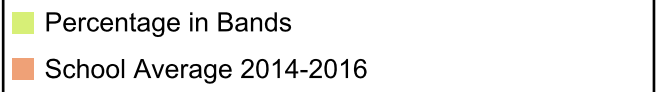
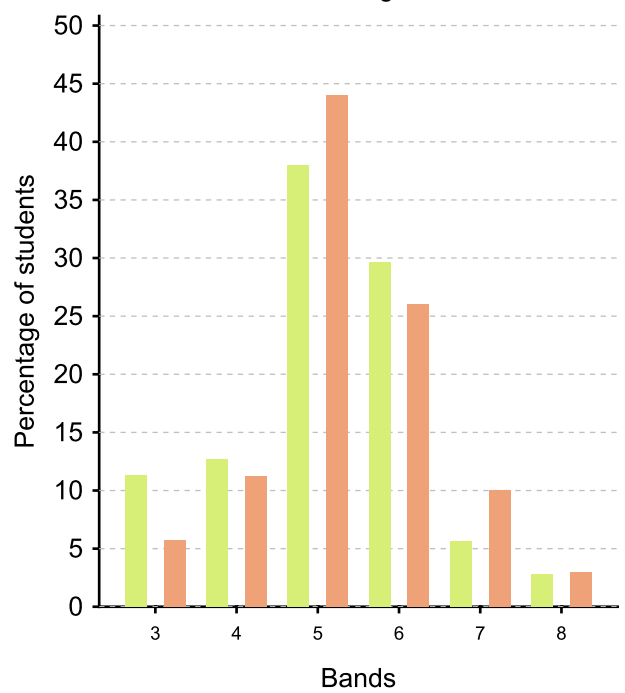
Percentage in bands:
Year 5 Grammar & Punctuation



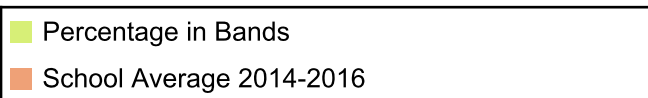
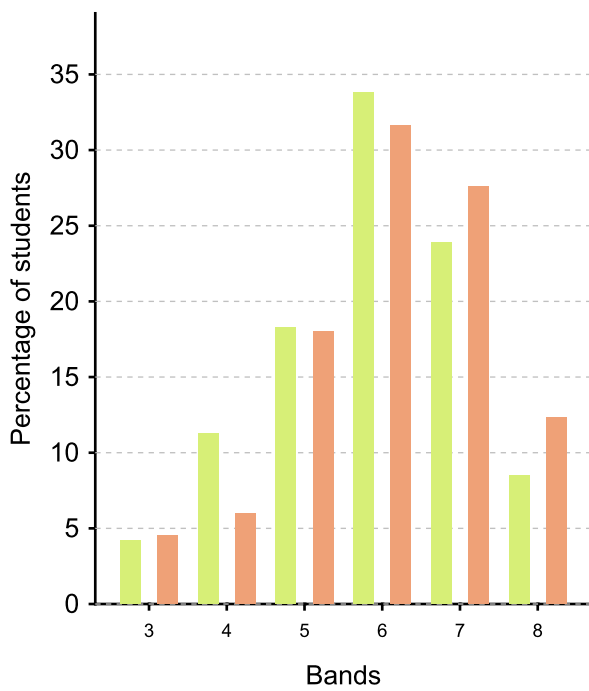
Percentage in bands:
Year 5 Reading



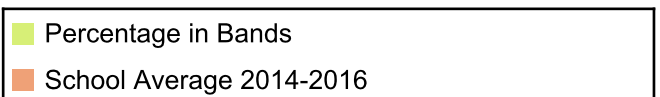
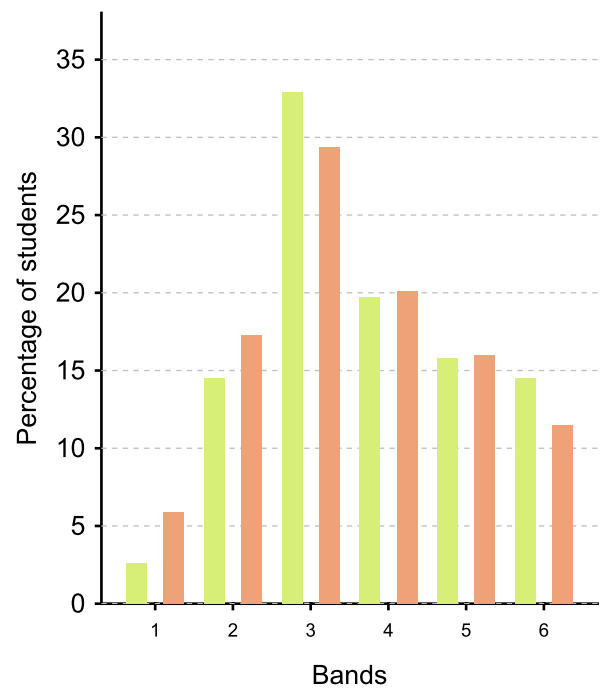
Percentage in bands:
Year 5 Writing



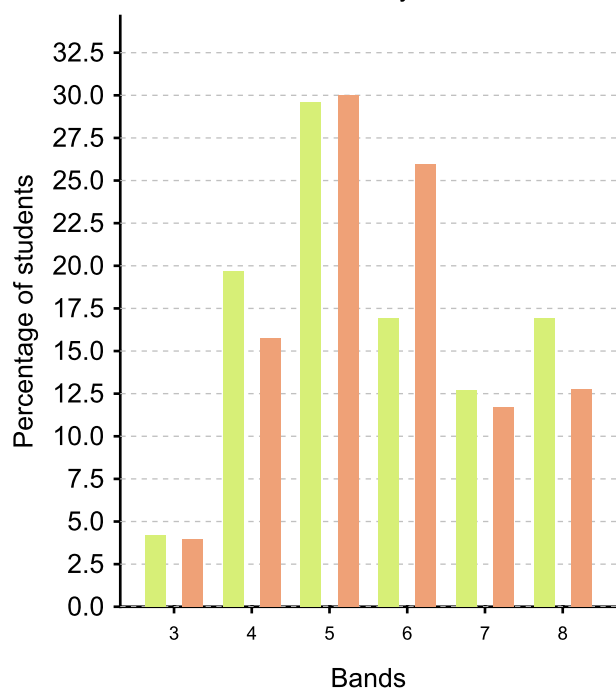
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



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 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 through the 'Tell them from me' survey. The results showed that all three groups were happy with the direction and goals of the school. Students reported a positive sense of belonging to Beresford Road Public School at 78% with a high rate of participation in school sport (85%) and extracurricular activities (47%). All three rates reflected state averages. Ninety-four percent of students believed they tried hard to succeed with 89% stating they have good behaviour. The survey results show 86% of students have friends who they can trust. Interesting, the percentage of students who viewed their education as relevant to their everyday lives increased to above state average. When the student data is viewed on a grade basis, the results are less positive towards relevance, belonging etc in Year 6, causing lower overall results.

The results of the parent surveys stated that teachers show an interest in their child's learning and encourage them to do their best and that specialist assistance for students was given when needed. Teachers at Beresford Road scored well with taking an active role in including all students, creating opportunities for students needing extra assistance and understanding

the needs of learners. Beresford Road Public School scored well in 'safety at school' with parents stating that children feel safe at school and issues are dealt with quickly. Parents found interviews and newsletters to be the most useful forms of communication. Ninety-three percent of respondents have met with the teacher at least once this year with 86% attending meetings. Parents believed they were very informed about student academic progress and behaviour, with strong support for the new report cards. Parents reported that teachers are easy to speak to and that written information from the school was clear and easy to read.

Teachers reported that they work collaboratively to meet the needs of students and have high expectations for learning and classroom behaviour. Teachers report that formal assessment is used to inform planning and that students are well supported with intervention programs. Teachers report that individual differences and learning styles are catered for in their daily teaching.

Policy requirements

Aboriginal education

Beresford Road Public School has 14 of its students and one teacher who identify as Aboriginal and Torres Strait Islanders. Personalised Learning Plans are written for all Aboriginal students. Parents and caregivers are invited to participate in this process as part of the parent / teacher interview process. Parents, teachers and students focus on goals in relation to literacy and numeracy. These plans are reviewed each semester. In 2016 Beresford Road PS received \$8165 to support students with an Aboriginal background. This funding was used to employ a Student Learning Support Officer to assist in meeting the literacy and numeracy goals for Aboriginal students in Stage Two. Mrs Cavar, Learning and Support Teacher, met with the students regularly to participate in a cultural or team building activity. All students participated in NAIDOC week activities and a guest performer attended the weekly assembly held for this celebration. Students and parents were also part of a smoking ceremony for the commemoration of

Multicultural and anti-racism education

Our English as a Second Language allocation for 2016 was eight teacher days a week. Mrs Tiwari was employed full time while a temporary teacher filled the position for a further three days a week. The percentage of students from Non English speaking backgrounds continues to rise slowly to just over fifty percent in 2016. In 2016 we had an increase in the number of New Arrival students who are attending school for the first time in Australia and have little to no English. The ESL teacher has been involved in the literacy and numeracy programs within the school as part of an early intervention strategy. The mode of program delivery has taken the form of in-class support as well as withdrawing students in small group situations.