

Beaumont Hills Public School Annual Report



2016



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Introduction

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

Rita Trovato

Principal

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Message from the Principal

A significant number of new initiatives and programs were implemented during 2016 that continued to focus on student development and learning, student voice and wellbeing. The Kidsmatter initiative introduced this year aimed at improving the mental health and wellbeing of our students. KidsMatter is a way for our school to nurture happy, balanced kids through mental health promotion, prevention and early intervention activity and planning. The implementation of Kidsmatter will continue in 2017.

In 2016, another significant initiative to support the social and emotional well-being of students was Boy's Shed. This year, selected male students in Years 3–6 had the opportunity to participate in Boy's Shed, an initiative underpinned by the Rock and Water program. This program is a personal development course focussing on the physical, mental, emotional and social development of students. The selected group of boys were involved in many activities that required them to use strategies to be an active member of a team and contribute effectively to the group.

Beaumont Hills Public School is an inclusive school and our Learning and Support Team continually enhances the learning opportunities for all students. We continue to build on our achievements in supporting every student as they strive to reach their full potential and successfully prepare for their future, embracing the challenges of this era with confidence.

Here at Beaumont Hills Public School we value technology and the role it plays in students' creative and critical thinking. Our school provides students with a wide range of technological devices to support and enhance learning experiences. Teachers integrate these devices into all areas of the curriculum, encouraging students to be confident, innovative, creative and critical thinkers. Beaumont Hills Public School is very proud of all we offer students in the area of technology. We appreciate the support and contribution that families make in order to provide technological resources that can help create future focused learners.

The P&C provides our school with valuable support, and are dedicated to the enhancement of the cultural and academic life of the school. Active groups of parent representatives give up a great deal of their personal time to support our school. The P&C Environmental Committee has shown dedication and vision in maintaining our school grounds and working towards an environmentally friendly and sustainable school environment. The P&C committee worked tirelessly throughout 2016 to raise funds through many events including the Olympathon, Movie Night and discos for numerous targeted programs for the school including the purchase of air conditioning in the hall, extra shaded area and technology for our students.

The school organised a series of workshops for parents to attend at the school. These included Literacy, reading for Kindergarten students, Reading strategies for students with Learning needs and Mental Health and Anxiety. The workshops were successful and the school will continue to support parents, by continuing to provide workshops in 2017.

The strength of Beaumont Hills is its staff, a highly dedicated and hard-working group of teachers who provide an inclusive environment and continually strive to ensure that students individualised learning needs are addressed through quality teaching and learning where all students are encouraged to achieve their personal best. Our students have many opportunities to excel academically, at sport, creatively through the arts and technology as well as the many extra curricula activities on offer here at Beaumont Hills PS.

I would like to thank the students, staff and parents for their commitment to our wonderful school. It has been a great privilege to lead Beaumont Hills Public School and I look forward to an exciting future. Once again and on behalf of the staff and students of our school, I would like to extend my deepest gratitude and appreciation to all of our parent helpers that have contributed to the wonderful year that has been 2016.

This report highlights some of the many achievements of our school and community in 2016. I encourage you to read the report and celebrate with the school its many and varied achievements.

Rita Trovato

Principal

School background

School vision statement

The staff and community of Beaumont Hills Public School are committed to meeting the needs of all students, to enable them to function effectively in a changing society and to embrace the challenges of life-long learning within a dynamic, well resourced, safe and nurturing environment. The school community is committed to promoting three ideals integral to our purpose:

- **Respect:** for self, others, belongings and the environment, through promoting positive self-esteem and social conscience.
- **Responsibility:** for oneself and one's learning through being an effective contributing member of society.
- **Resourcefulness:** being able to respond, adapt and apply oneself in a challenging environment.

By developing these ideals of respect, responsibility and resourcefulness, our students will be empowered to become confident, creative individuals who value equity and excellence as active, informed global citizens.

School context

Beaumont Hills Public School's enrolment at the conclusion of 2013 was 613 students. Students attending Beaumont Hills originate from many different nationalities. 42% of our total student population is from a Non English Speaking Background. (NESB) Students represent a cohort that value and reflect tolerance and understanding of personal and individual differences.

Our challenging and vibrant learning opportunities cater to the individual needs and talents of all of our students. We welcome parents as valued partners in their child's educational journey. Our school develops leadership and builds individual character through promoting social responsibility. Every child has the opportunity to participate in school decision making while fostering lasting friendships across year groups, including our buddy system, student representative council and peer support programs. Our dedicated teachers and quality programs provide challenging learning experiences that promote high achievement. Our inspiring enrichment programs in performing arts, sport, gifted and talented education, language and leadership offer a balanced experience in all key learning areas. Through a variety of extra curricula activities including debating, verse-speaking, Tournament of the Minds and drama your child will reach their full potential in all that they pursue. Our teaching and learning links between local pre-schools and high schools provide additional learning and social experiences for our students. We provide excellent transition programs into Kindergarten and programs that link Year 6 and the high school. Our school prides itself on being a part of the wider Hills community.

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.

Our school has made significant growth across all domains of Learning, Teaching and Leading. The staff have recognised growth in seven of the 14 elements due to programs and initiatives implemented in 2016.

In the Learning domain the school continues to demonstrate a commitment to strengthen and deliver on school learning priorities. Adjustments through differentiation have been made to support curriculum and student learning. Our achievement within the Learning Culture element was the results of the school's focus on visible learning within the school plan. Staff engaged in professional learning about learning intention and success criteria (LISC) to ensure students were able to take responsibility for their learning. This was assisted by collaborative planning rounds which saw teachers design lessons that demonstrated differentiation and LISC elements and evaluate success through working in teams. This allowed the school to experience growth in the Curriculum and Learning element. School wide assessment and report initiatives have been implemented and improved the communication of student learning to parents through a newly designed report across K-6 which allowed the school to excel in some of the descriptors outlined in SEF.

In the Teaching domain staff identified that the school was excelling in the element of Collaborative Practices. This was a

result of the school processes implemented to facilitate mentoring and coaching. An experienced staff member worked with staff K–6 to improve teaching practices through effective dialogue and goal setting. Mentor teachers worked within a team teaching framework to embed the Seven Steps of Writing Framework in teaching and learning practices. In the element of Learning and Development the school achieved Sustaining and Growing as professional development was aligned to our school plan and PDPs. Provisions were made to support beginning and early career teachers through the development of goals and identified needs. Teachers had opportunities to observe demonstration lessons by other staff members and develop effective teaching practices and systems within their classroom with a mentor.

In the Leading domain the school is excelling in three out of the four elements based on on–balance judgement. Processes were implemented to support aspiring leaders which allowed a culture of high expectations and professional growth to be promoted. Staff expressed an interest in developing leadership skills and were provided opportunities to lead whole school programs and initiatives. Through the collaborative approach to our school plan resources are allocated equitably throughout the school to meet the ever changing needs of students and staff. The strategic use of resources ensured ongoing progress toward the cycle of the school plan.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Teaching and Learning

Purpose

Develop innovative, dynamic and high quality teaching and learning programs for 21st century learning

To challenge students, build academic confidence, support problem solving and higher order thinking skills in order to improve student learning and meet the goals of new curriculum. This will be achieved through differentiated programs, collaborative learning environments and the creative use of technology.

Overall summary of progress

During 2016, all teaching staff participated in collaborative planning rounds with a focus on differentiation. Teachers recorded differentiation strategies in mathematics and English programs and learnt about the positive impact that learning intentions has on student outcomes. All mathematics and writing programs now have learning intentions built into the lessons. Students understand the intent of lessons and what they should be focusing on learning. '7 Steps to Writing Success' was implemented to improve writing for K–6 students. A scope and sequence was devised to ensure all steps were covered adequately. Posters and resources were also developed to support teachers and students so that this resource could be used effectively.

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">Teachers demonstrate improved differentiation in classroom practices as evidenced by programs and class groupings	<ul style="list-style-type: none">Through reflecting on teaching practices through Collaborative Planning Rounds (CPR) teachers further refined teaching and learning programs.English and Mathematics programs ensuring at least three levels of differentiation were included.Learning Intentions and Success Criteria made learning visible to students as they understood the purpose of each lesson and the skills the teachers would be looking for.	\$9000 from Think Space Opportunity Grant
<ul style="list-style-type: none">Build teacher capacity and professional learning through TPL sessions	All teachers attended a series of Teacher Professional Learning sessions for the '7 Steps to Writing Success' resource over the course of the year to ensure all teachers K–6 used consistent language when teaching the writing steps. Writing samples were collected throughout the year and analysed. An improvement in the quality of writing was evident across the whole school as evidenced by consistent teacher judgement sessions.	Release provided through QTSS Additional release from the Socio–Economic Background – \$10000

Next Steps

Use data analysis to inform teaching and learning programs

- Provide professional learning to develop knowledge and understanding for data collection and analysis
- Use data to inform and guide whole school programs through tracking student's progress across years

Embed learning intentions and success criteria

- Encourage student–driven, self–directed learning
- Provide quality feedback to students in relation to the learning intention and success criteria

Improve writing across K–6

- Revision of professional development sessions covering the 'Seven Steps to Writing Success' initiative
- Continued school process to facilitate Collaborative Planning Rounds

Strategic Direction 2

Community

Purpose

Promote a culture of success and leadership to reinforce global citizenship in an informed school community

To develop responsible and productive global citizens who reflect on life experiences and engage in local and worldwide networks to become technologically competent individuals who succeed in an ever changing world.

Overall summary of progress

The School image, student voice and community engagement have been our key focus areas for 2016.

Staff members and students have been instrumental in striving to develop a rich, inclusive, community engaged learning environment. Parents and community have been extended opportunities to participate in regular working bees, improving the aesthetic image and functioning of our school grounds and its surrounds. Staff and students made links with the broader community, working with fathers and sons during the Boy's Shed landscaping workshops in partnership with Bunnings hardware stores. Extended leadership opportunities were provided throughout the year, giving students a stronger voice on the schools' future direction. By the end of 2016, the overall image of our school has improved considerably. Our newly decorated front entry wall provides the community with a confident, strong and professional impression of our school.

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">• More opportunities for increased participation in for students in leadership opportunities.	<ul style="list-style-type: none">• Overall, students have become more accountable in their leadership roles and expectations have increased.• Students actively participated as leaders representing Student Representative Council, providing fundraising opportunities for various charities.• The Boy's Shed group allowed students to develop new social skills and confidence and had a positive impact on the behaviour and leadership of students involved.	\$20,000 from Low Level Adjustments for Disability resources were utilised to fund the implementation of the Rock and Water / Boy's Shed program across the school year
<ul style="list-style-type: none">• Updated and informative website and communication processes.	<ul style="list-style-type: none">• Communication processes have improved allowing more professional and immediate communication of student engagement and school organisation to our community.• The school website was reviewed and critiqued during the Community of Schools professional learning conference. It was confirmed that our School Website was very informative and easy to navigate.	

Next Steps

- Continue to raise the overall image of the school
- Engage the school community in a skills audit [Staff and Parents]
- Continue to develop our partnership with community groups to develop globally minded citizens who are proud of their contribution to the school and community
- Instigate processes such as a School Facebook site and "Film Pond" for better publicity of events, sharing of successes and communication with the immediate and broader school community

Strategic Direction 3

Wellbeing

Purpose

Embed a system of values to reinforce social conscience and promote collaboration, resilience and personal responsibility

To maintain social and emotional wellbeing within a positive school community. The development of the whole child, focusing on student voice, resilience, tolerance, flexibility, confidence and leadership, is paramount.

Overall summary of progress

In 2016, the main focus for the Wellbeing team was the implementation of the Wellbeing Framework across the school. On further investigation, it was decided that the entire Framework would be implemented over 2 years, with the drafting and implementation of the Behaviour and Discipline Policy to be the focus. Student Leadership opportunities were offered through the Boy's Shed program, focussing on the development of resilience and understanding in boys, and culminating in team building activities such as the building of a garden bed and a trip to see SuperCars. The whole school approach to wellbeing was addressed with the use of the Friendly Schools Plus program, implemented in conjunction with the KidsMatter training undertaken by several staff members.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Welfare and Discipline Policy complies with all relevant DoE policies and guidelines and is fully implemented.	<p>The school has started the implementation of the Wellbeing Framework. A new Behaviour and Discipline Policy has allowed consistency across the school community and sets high expectations in line with new Department reforms and priorities.</p> <p>The revision of the Anti Bullying and Student Leadership Policies are underway to ensure students have an understanding of and responsibilities towards the life of the school.</p>	
Collaborative and transparent Learning Support Team that demonstrates efficient practices.	<p>The Learning and Support Team support staff to make reasonable adjustments for students to support their learning needs. High quality outcomes are worked towards through rigorous, meaningful and dignified learning for every student.</p> <p>High quality professional learning and support for teachers allows all staff to understand and address the diverse learning needs of students.</p> <p>The LaST ensured proactive strategies were implemented that aligned with the Wellbeing Framework to ensure students have success and feel connected to their school community.</p>	

Next Steps

- Design and implement remaining policies based on Wellbeing Framework.
- Continue implementing Wellbeing programs such as Smiling Mind, a dedicated Time Out room and whole school Social and Emotional Learning
- Refine the processes used by the Learning and Support team to be more involved in Wellbeing initiatives.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students were supported by the shared implementation and monitoring of Personalised Learning Pathways (PLPs) developed in consultation with parents, the LaST coordinator and classroom teachers. Plans reflected student academic, social and emotional goals and reflected student personal interest. Resources were purchased and used to allow students to develop their cultural identity.	The RAM Funding for Aboriginal Students was \$881
English language proficiency	EAL/D students were mapped against the EAL/D Learning Progression and targeted programs were developed and implemented to allow student outcomes to be met and students to move through the EAL/D phases. EAL/D Teachers were sent to Professional Learning courses to allow them to develop evidence based teaching strategies. Students experienced growth in the areas of Literacy and Numeracy which is supported by their growth against the Continuums.	\$17,224
Low level adjustment for disability	Student achievement, engagement and participation in learning increased with the employment of additional School Learning Support Officers. The provision of School Learning Support Officers (SLSO) in the classroom allowed programs and interventions designed by class teachers and LaST teachers to be successfully implemented. Student engagement and confidence improved. Academic progress occurred as mapped against Literacy and Numeracy Continuums.	\$36850
Quality Teaching, Successful Students (QTSS)	<p>School executive were provided to implement mentoring and coaching initiatives with their stages and to design and implement proactive initiatives to address the goals of the 2015–1017 School Plan. Annual milestones were met and student engagement and learning improved and collegial support increased.</p> <p>3 staff members were released from their face to face teaching responsibilities to build teacher capacity in the areas of literacy and Seven Steps to Writing. Programs gained consistency across the school and student's writing and responses to text improved.</p>	.441 FTE
Socio–economic background	Staff were sent to Professional Learning Courses to develop their knowledge of the Seven Steps to Writing process in preparation for this process to be implemented K–6. Teacher capacity was built through the release of teachers from their face to face teaching responsibilities to mentor and coach staff throughout the school. Mentoring occurred in the areas of literacy and numeracy with a focus on, though not limited to, the implementation of the Seven Steps to Writing process. Staff knowledge increased through the mentoring process and quality teaching and learning processes became	\$13309

Socio-economic background	embedded K–6 as evidenced by the development of clear and targeted teaching programs and processes.	\$13309
Support for beginning teachers	Beginning teachers completed the 'Strong Start, Great Teachers' resource to establish research based quality teaching practises in their classrooms. The professional dialogue and learning gained from the completion of this course impacted classroom programs and processes and student outcomes. Beginning teachers participated in external professional learning on boys education, community engagement and curriculum allowing their professional knowledge to increase.	\$13,377 x 3
Targeted student support for refugees and new arrivals	<p>Refugee students were monitored and tracked for growth.</p> <p>New arrival students were provided with intensive lessons to develop their English Language skills. These lessons improved the students' ability to access the classroom curriculum and gave them confidence to interact with their peers.</p>	<p>\$1,422</p> <p>.2 in staffing was awarded to support New Arrivals</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	349	345	320	303
Girls	259	263	276	289

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.8	95.9	95.9	96.1
1	94.7	95.6	95.3	95
2	94.4	95.5	94.9	95.3
3	96	95.2	95	95.8
4	95.9	95.8	94.6	95.1
5	94.3	95.1	95.2	94.3
6	95.1	95.2	94.3	94
All Years	95	95.5	95	95.1
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.05
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Beaumont Hills PS has no Aboriginal teachers on staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	24

Professional learning and teacher accreditation

Professional Learning is embedded in the school's culture. To improve teaching practices and up-skill staff with current Educational reforms and practices, support staff and school goals, training and professional learning occurs each week throughout the year at the school level. A focus for the Professional Learning of Writing framework. To embed these processes within Teaching and Learning Programs staff participated in Collaborative Planning Rounds where they designed lessons and delivered them while being observed by colleagues. The reflection and insight gained from this process strengthened the quality of the program delivery. In 2016 all staff completed a the Performance and Development Framework cycle to work towards the achievement of personal goals, this was supported through whole school professional learning and classroom observations with colleagues.

Teachers are also provided with opportunities to access other professional learning through Department of Education to continuously improve their teaching effectiveness, with the aim of improving student outcomes.

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.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	612 880.88
(2a) Appropriation	534 783.24
(2b) Sale of Goods and Services	25 861.37
(2c) Grants and Contributions	51 122.59
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 113.68
Expenses	-396 058.24
Recurrent Expenses	-396 058.24
(3a) Employee Related	-152 353.64
(3b) Operating Expenses	-243 704.60
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	216 822.64
Balance Carried Forward	216 822.64

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.

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	3 704 724.45
Base Per Capita	32 115.18
Base Location	0.00
Other Base	3 672 609.27
Equity Total	262 102.93
Equity Aboriginal	880.72
Equity Socio economic	13 309.01
Equity Language	119 244.41
Equity Disability	128 668.79
Targeted Total	1 421.73
Other Total	3 786.00
Grand Total	3 972 035.11

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.

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 or click on the link below.

<https://www.myschool.edu.au/SchoolProfile/Index/105150/BeaumontHillsPublicSchool/41783/2016>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Some of the data collected from the Tell Them From Me survey, which was offered to parents, staff and students in Years 4–6 the school, are presented below.

- 17% of our families completed the Parent Survey which was an increase of 11% compared to 2015
- The results from the 2016 Parent Survey saw improved results in 6 of the 7 surveyed perspectives as compared with the 2015 results.
- The highest scoring areas centered around our ability to make parents feel welcome and support positive behaviour
- The results from the Student Survey showed that the school was placed higher or equal to state averages for the majority of Social – Emotional Outcomes. This included students having a positive sense of belonging, positive relationships and valuing school outcomes.
- Again Beaumont Hills PS results in regards to student bullying were below state average. The teachers of Beaumont Hills PS scored the school's leadership and collaboration processes and systems highly.
- Teachers believe they set clear expectations for classroom behaviours for students

Policy requirements

Aboriginal education

Aboriginal Education is embedded in teaching philosophies and programs. Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

- 100% of Aboriginal students have Personalised Learning Pathways developed and receive support to meet these outcomes
- Aboriginal perspectives are incorporated into units of inquiry
- Staff understanding of Aboriginal perspectives has increased through implementation of the new History and Geography syllabi

Multicultural and anti-racism education

Beaumont Hills PS celebrates cultural diversity and promotes multicultural education through a range of initiatives.

- Classroom teachers, librarians and EAL/D teacher works cooperatively to develop strategies that best cater for student's individual needs.
- To celebrate Harmony Day students participated in a whole day learning cycle about different cultures from around the world.
- Students are presented with inclusive teaching practices which recognise and value the backgrounds of cultures of all students.

Other school programs

Each year the school showcases the high quality of its performing arts programs. This year we were fortunate to have outstanding success in the competitions the school entered. The BHPS Drama Ensemble performed "Shadows in the Woods" at the Lights Up Festival at Joan Sutherland Arts Centre in Penrith. From this performance, they were selected to perform again at the State Drama Festival. The State Drama Festival is a showcase night of the NSW combined schools drama ensembles and our school was very honoured and proud to be selected to perform at this prestigious event.

The school also entered a dance group in the 2016 Waikikirri competition. The Waikikirri team created a story and dance routine, and used a combination of dance, acting, music, sets, props and costumes to perform their story. The BHPS Waikikirri dance group were impressive to watch and from their outstanding performance were successful on the night and were asked to perform at the Regional level. Again they impressed the judges and were awarded best 'Individual costume design', 'Solo Dance Concept', 'Performance Teamwork', and 'Best Public Speaking'. Their routine was recognised at the National competition and Beaumont Hills PS was only one of six schools in Australia to be recognised and receive awards. We were presented with 'Best Social Media Story Award'. This is a remarkable achievement for our talented Waikikirri dance group and lead and guided by an experienced and dedicated staff!

This year the students were provided with more more opportunities in the area of sport. PSSA teams were entered for the first time in girls soccer and boys Rugby League.. The school had three teams reach the PSSA finals—with senior girls netball C Team and Boys Touch Football winning their respective finals and Senior Netball A team coming runners up by only one goal.