

Beecroft Public School Annual Report



2017

Beecroft PUBLIC SCHOOL
Creating the future

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Introduction

The Annual Report for **2017** is provided to the community of **Beecroft Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Tanya Rose

Principal

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Message from the Principal

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

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

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

Our students are passionate and conscientious learners who embrace the many in–school and extra–curricula opportunities afforded to them. Students care about each other and the world in which they live. The students and school are supported by the community. In particular, the P&C provides an array of services and activities that enriches their overall educational experience. The support and dedication of parents and the broader community is felt each and every day.

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

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

Mrs Tanya Rose

Message from the school community

PRESIDENT'S REPORT –2017

This is my fourth year as a parent at Beecroft Primary School and my first as P&C President. It has been an exciting year for the students, the school, and the greater Beecroft community, filled with positive learning and social events. We are pleased to have a positive and productive relationship with our school principal Tanya Rose, a super school executive, dedicated and professional teachers and wonderful office staff at our school. Together this year we have undertaken many things to make the school community stronger and better.

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

This year the P&C has supported the school with funding for a number of facilities within the school.

We have supported and worked with Tanya Rose to develop a masterplan for the school, which has resulted in the upgrading of the Heritage Rooms, and ensured that there is a plan to grow without compromising outdoor space. This has resulted in practical support with volunteer parent time to reorganise the Band storage and a contribution of \$17,775 to fund refurbishment of storage areas, and a new shed for the storage of the ground assistant's equipment.

Sadly, this year we also farewelled Deputy Principal Wade Bridgwood, whose commitment to the school over more than seventeen years was still evident as he acted as official and time keeper at the school athletics carnival in July! Wade was farewelled at our March meeting, and as a testament to the esteem in which Wade is held, no less than six former P&C Presidents came to the farewell to wish Wade all the very best in retirement after a long and valued contribution to Beecroft Public School.

P&C Subcommittees

The P&C coordinates the canteen, uniform shop, arts and crafts, BOOSH, events and fundraising, traffic issues, and greening our school. These subcommittees provide a great service to the students and parents and also contribute to the overall fundraising of the P&C. This year we welcomed the Band and Strings program into the P&C and supported this transition..

A very big thank you to all the sub-committee conveners: Fred Patchell (Band and Strings Program), Belinda Varndell (Canteen), Chris Parrish (BOOSH), Sherri Cooper and Helena Coulson (Uniform Shop), Maret Fraser (Arts & Crafts).

P&C Financial Contributions to the School

This year the P&C continued to spend its funds on the following projects at Beecroft Public School:

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- Replacement air conditioning \$30,000
- New interactive whiteboards \$18,000
- MultiLit Program \$28,000
- Replacement IWB's \$30,000
- Storage for Band equipment and a new Garden shed \$17,755
- Friendly Schools Plus teaching materials \$5,000
- Year 6 Farewell equipment – \$1,000
- Landscape masterplan – \$2,000
- Ragtag installation – \$1,188
- Funds to support Leo L in the Maths Olympiad – \$500
- Funds to support Jennifer C at the national swimming championships – \$500
- Huff and Puff Classroom Kits – \$5,250
- UHF Portable radios for use at sports events – \$4,450

All these projects totalling over \$143,640 have had a significant impact on the learning experience and environment of our children. Without P&C funding these items would not have been provided for our school by the Department of Education. P&C funding plays a huge role in providing our children with current technology but also a comfortable learning environment.

P&C Events and Activities

The P&C also organised many events during the year, including orientations and welcomes to introduce people to the school, and social activities to provide opportunities for students and their parents to come and spend time socially together at the school. There has been a full program of events run by the P&C in 2017.

Some of the P&C activities this year were:

- Tea and Tissues for kindergarten parents of children starting school
- Morning teas for new parents – Kindy and OC class orientation
- Breakfast BBQ for the Council Election
- Year 3–6 Disco
- Two working bees – used to maintain and enhance our school outdoor environment
- Movie night on the Mary St Grass
- Education week morning tea
- Mother's Day Gift Stall
- Fitathon
- Charities Day
- Mufti Days
- Canteen Fun meal deals
- Class parents– Thank you breakfast for the school teachers on International Teachers' Day

We have also built connections within the local community by holding a cake stall with the parents of KU Cheltenham at the P&C Election Day barbeque.

Our integration into the broader Beecroft Community also saw the Beecroft Black and White Charity Ball donate \$1,800 to the Beecroft Primary P&C Association.

We have also developed a Sponsorship policy ahead of a Multicultural Fair year to ensure that support of the school and the P&C association is equally accessible for community partners.

The P&C has integrated with the school by inviting to each monthly meeting our Principal, Mrs Rose, or Deputy Principals, Ms McDonnell or Mrs Robbins, to update us on what is happening at the school, both in the short and longer term. We also had Erin Erceg give a talk on Student Wellbeing and the prevention of bullying. Each of these presentations allows parents to find out what is going on at the school and also question and participate in their outcomes. As a result of these presentations, the P&C voted to spend \$5,000 on educational materials to support this initiative.

Membership and the P&C Team

The P&C is coordinated by an executive of elected volunteer parents from the school. These include office bearers Melannie Hogan (Secretary), Leon Wu (Treasurer), Libby Moore (Vice President and Class Parent Coordinator), Ben McSweeney (Vice President) and Caroline Choong and executive members Ann Cunningham, Tracey Hartshorne, Jenine Ryle, Lisa Yen, Lindsay Croom, Linda Ross and Gary Tyzack..

After many years supporting Beecroft Primary P&C, retiring executive members Libby Moore and Ann Cunningham were recognised for their service to the school and P&C.

Thank you to the entire executive for your commitment to our children. Your time and effort, although it may not always be seen or acknowledged, makes a huge difference to the social fabric that makes our school so special.

We at Beecroft Primary School are very fortunate to have such a wonderful school where our children are able to learn and grow. Thank you to all the parents who have made this school even better through their willingness to help by giving their time and energy in supporting all the P&C activities, whether in the Canteen, as Class Parents, in the Uniform Shop, at working bees, or all the other social events run this year. Without your help these events would not have been so successful.

2018 is a Multicultural Fair year, which will be an opportunity for us all to work together to build our school facilities and strengthen the bonds with the community. For those of you who are leaving our wonderful school, thank you for your support and we wish you and your children all the best in their next stage of learning.

President – Melissa White

School background

School vision statement

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

School context

Becroft Public School is located in the Macquarie Park network with a student population of 835, including 56% who have English as an additional language or dialect. The school has two opportunity classes for gifted students.

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of **Learning**:

Learning Culture – Excelling

Wellbeing – Excelling

Curriculum and Learning – Excelling

Assessment and Reporting – Sustaining and Growing

Student Performance Measures – Excelling

Learning Culture: As evidenced in the Connectedness, Wellbeing, Differentiation and Visible Learning analyses, Becroft Public School demonstrates a learning culture that is **excelling**. Educational aspiration, where each student aims and is supported to achieve their own personal best, is shared by students, staff and parents. Positive, respectful and collaborative relationships between the school and home are well-established and support student learning and can be felt in every aspect of the operation of the school. To **further enhance** the positive learning culture the Visible Learning project will focus on strengthening the use of feedback in assisting students to regulate and monitor their own learning and develop a strong sense of 'self-efficacy' in every student. The Wellbeing team will continue to focus on the explicit teaching of social and emotional learning to empower students to shape and manage their own behaviour,

relationships and wellbeing.

Wellbeing: As evidenced in the Wellbeing and Connectedness analyses, Beecroft Public School demonstrates a strategic, planned and proactive approach to wellbeing that exemplifies **excelling**. The students, staff, parents and community have worked together over the past four years promoting positive mental health and wellbeing through the KidsMatter, Friendly Schools Plus and Positive Behaviour for Learning project teams. The teaching of positive pro-social behaviour is pivotal to the success of this approach. Students are advocates for each other and take action in their local community serving a variety of causes. Widespread differentiated classroom teaching in conjunction with targeted support for specific learners, including those from English as Additional Language or Dialect (EALD) and Aboriginal backgrounds, along with students requiring additional support through the Learning and Support Team, assists all students to achieve their personal best. To **further improve** the wellbeing of students the project team will continue to: support and resource the Friendly Schools Plus program in the explicit teaching of social and emotional capabilities; involve students in proactively teaching social and emotional capabilities to their peers; revise the school's Anti-Bullying plan; expand the use of Playspace as a way of supporting students in the playground; and use the Wellbeing Assessment tool for evaluating and planning future directions in the area of student wellbeing.

Curriculum and Learning: As evidenced in the Leadership, Effective Classroom Practice, Collaborative Practice, Differentiation and Connectedness analyses, there is a clear and well articulated vision for differentiated teaching and learning that is underpinned by research and proven evidence-based practices. This demonstrates a focus on curriculum and learning that is **excelling**. Professional learning that engages teachers in developing deep understanding of syllabus content sequences, continuums of learning and formative assessment practices enhances teachers' collective ability to meet the needs of all students. Rich and varied extra-curricula offerings enhance each student's overall educational experience. To **enhance** our curriculum and learning provision, teachers have expressed a common desire to work on consistent teacher judgement across stages. This focus allows a systematic and uniform approach to curriculum delivery and consistent expectations of student work across stages and across the whole school. Quality samples of student work that demonstrate 'what good looks like' in each stage will be collaboratively agreed upon and will be used to assist students to understand the expectation and criteria for success. Analysis of student data and teacher evaluations points to various curriculum focus areas. Conceptual planning in English will be the main focus in the 2018–2020 school plan with an emphasis on the writing progressions. While the implementation of all new syllabus documents will be supported, a particular focus on a PDHPE scope and sequences and a systematic sports program in years 3–6 will be collaboratively designed and implemented. In addition, the new History and Geography scope and sequences will be reviewed.

Assessment and Reporting: As evidenced in our Connectedness and Differentiation analyses, school-wide practices for assessment and reporting are embedded with established systems and processes and demonstrate **sustaining and growing**. The strategic plan, in particular the Visible Learning and Differentiation projects, have clearly focused on professional learning that is embedded in the daily work of teachers, formative assessment practices and the use of assessment to drive teaching and inform next steps for individuals and target groups. To **continue to grow** in the area of assessment and reporting, the focus will be to continue to foster students' ability to give, receive and use feedback to support their own learning.

Student Performance Measures: As evidenced in our Leadership and Differentiation analyses, students consistently perform at high levels on external and internal school performance measures, and this exemplifies **excelling**. NAPLAN value added data shows high growth and shows high student performance over many years. PLAN data and OC and Selective High School scores also support this high level of performance. The school leadership team utilises SCOUT and SMART to analyse the NAPLAN results, in conjunction with PLAN data and school-based assessments with their project and stage teams. To **continue to grow** in this area, professional learning that assists teachers to analyse student performance and to determine next steps in teaching will remain a focus.

Teaching

The results of this process indicated that in the School Excellence Framework domain of **Teaching:**

Effective Classroom Practice – Sustaining and Growing

Data Skills and Use – Sustaining and Growing

Collaborative Practice – Excelling

Learning and Development – Excelling

Professional Standards – Sustaining and Growing

Effective Classroom Practice: As evidenced in the Leadership, Effective Classroom Practice, Visible Learning and Differentiation analyses, teachers are committed to implementing evidence-based practices shown to enhance teaching and learning. The school plan is firmly grounded in research and evidence-based practices about what works best and shows a school that is currently **sustaining and growing**. To **strengthen** the area of effective classroom practice the

focus on formative assessment strategies will continue to assist teachers to provide point of need feedback to students and provide every student with a clear idea of how to improve their learning.

Data Skills and Use: As evidenced in the Leadership, Effective Classroom Practice, Visible Learning, Differentiation and Connectedness analyses, school assessment data is used by executive and project leaders in directing their strategic direction and stage teams to evaluate and plan for whole school improvement showing a school that is **sustaining and growing**. To **enhance** the school-wide use of data the focus will remain firmly on providing opportunities for teachers to use formative assessment to direct their next steps in teaching and differentiating for each learner. Professional learning in the use of systems data will continue.

Collaborative Practice: As evidenced in the Collaborative Practice, Effective Classroom Practice, Visible Learning and Differentiation analyses, explicit systems for collaboration and feedback are in place both within the school and across broader school networks that facilitate teacher reflection, feedback and growth. Strong collaborative practices exemplifies a school that is **excelling**. To **enhance** the focus on collaborative practice our school will embed mini-rounds into the Collaborative Practice timeline allowing all teachers to take part in the important school-wide data gathering and analysis process. The Collaborative Practice team will also be supporting pre-2004 teachers as they begin the maintenance of their accreditation. The Differentiation team will revise the Formative Assessment in Action process and trial the use of lesson study in some teams.

Learning and Development: As evidenced in the Collaborative Practice, Effective Classroom Practice, Visible Learning and Differentiation analyses, our school's professional learning is embedded within the school plan. It directly impacts on teaching and is evaluated to maximise its effect on student learning and outcomes. This strong learning and development focus exemplifies a school that is **excelling**. To **continue to build** on this focus where teacher learning is directly impacting on student learning, the Differentiation, Effective Classroom Practice and Visible Learning teams will continue to link their professional learning to supporting teachers in their day-to-day work with links to the teaching and learning cycle.

Professional Standards: As evidenced in the Collaborative Practice and Leadership analyses, our school demonstrates practices that are **sustaining and growing**. Many teachers are currently in the process of attaining proficient and highly accomplished accreditation with two teachers working towards lead accreditation. To **improve** the Collaborative Practice team will also be supporting pre-2004 teachers as they begin the maintenance of their accreditation. While maintaining the focus on supporting all teachers to attain mandatory accreditation, the leadership team will systematically support teachers working towards higher levels of accreditation.

Leading

The results of this process indicated that in the School Excellence Framework domain of **Leading:**

Leadership – Excelling

School Planning, Implementation and Reporting – Excelling

School Resources – Sustaining and Growing

Management Practices and Processes – Excelling

Leadership: As evidenced in the Leadership, Connectedness and Wellbeing analyses, a clear and shared vision for ongoing improvement is clearly articulated in a revised two-year school plan that reflects the views and expectations of all key stakeholders. The plan is driven by a strong and representative team of executive and aspiring leaders. Community partnerships and strong parental support and leadership enhances our school's ability to deliver a culture of leadership that is **excelling**. To **continue to grow** in this area, our school will seek out opportunities to link with both businesses, community groups and local schools to enhance curriculum delivery. In particular, there is a need to challenge and reimagine ICT teaching and learning.

School Planning, Implementation and Reporting: As evidenced in the Leadership, Visible Learning, Effective Classroom Practice, Collaborative Practice and Connectedness analyses the school plan is at the centre of the school's work. The Beecroft Public School strategic plan and vision is integral to sustained and ongoing improvement for all and demonstrates a school that is **excelling**. The vision and strategic directions have been developed with and are understood by staff, students and community. Reforms, research and evidence-based practices and evaluation data are used to inform, guide and shape the plan in an ongoing manner. To **build** on the school's continuous improvement efforts, the school is currently engaging in evaluations and shaping the vision and strategic areas for the 2018–2020 school plan. Collaboration around the key pillars (reforms, research and evaluation) will continue as part of the school's ongoing evaluative processes. As the plan has only been in action for two years many of the strategic areas will be enhanced rather than completely reworked. Research and evidence-based practices in ICT will be explored. In communicating the 2018–2020 plan to all stakeholders, key ideas will be identified and communicated in short, sharp and frequent messages and visuals.

School Resources: As evidenced in the Leadership, Effective Classroom Practice and Connectedness analyses, our school's financial, physical and human resources are used to support student outcomes and are linked directly to achieving the strategies within the school plan. This demonstrate a school that is **sustaining and growing**. The use of school facilities is maximised to enable students to participate in an expansive range of extra-curricula experiences. The Governance committee targets and monitors the use of financial resources, teacher casual release and the professional learning calendar in alignment with the strategic plan. To **enhance** the school's use of resources the Governance committee will take increasing responsibility for project financial management. In addition, our senior executive will be working with the Asset Management Unit and the P&C in order to completely reimagine and redesign our playground to maximise the small space to create spaces that support play, creativity, social interaction and physical activity.

Management Practices and Processes: As evidenced in the Leadership, Wellbeing and Connectedness analyses our school management practices and processes underpin the school vision and plan and reflect a school that is **excelling**. School systems and processes, such as Learning and Support and bullying prevention systems, have been reviewed to maximise student outcomes and address identified needs. Feedback from key stakeholders is used to refine and rework school systems and procedures. Evaluations will be sought in all areas of the strategic plan and will continue to be used to **enhance** and improve school management practices and processes.

School Determined Next Steps

To build on the school's continuous improvement efforts, the school is currently engaging in evaluations and shaping the vision and strategic areas for the 2018–2020 school plan. Collaboration around the key pillars (reforms, research and evaluation) will continue as part of the school's ongoing evaluative processes. As the Beecroft Public School plan has only been in action for two years, the strategic areas will be enhanced rather than completely reworked. In communicating the 2018–2020 plan to all stakeholders, key ideas will be identified and communicated in short, sharp and frequent messages and visuals. The evaluative processes that are in place as an ongoing component of each project, within the strategic directions, will remain a key focus of the work of the Governance committee in measuring impact of key initiatives on students. Professional learning for project team leaders will continue to build the capacity of leaders in evaluating the impact of their work.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

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

Purpose

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

Overall summary of progress

Differentiation

High quality professional learning has ensured continuity of learning for all students in numeracy.

At Beecroft Public School teachers continually aspire to develop high quality evidence based teaching and learning programs that engage and are aimed to maximise students' growth in learning. The Targeting Early Numeracy (TEN) initiative was introduced at Beecroft Public School in all K–2 classrooms. This highly effective professional learning had a significant effect on all teachers and as a result a direct impact on the teaching and learning of students. Data collected at the end of 2017 showed over 90% of students achieving above cluster expectation in early arithmetical strategies.

In 2017, Targeted Early Numeracy (TEN) continued to have a significant effect on all K–2 teachers with a focus on improving teacher practice. Year 3 NAPLAN data indicated an increase of students who were proficient in numeracy, from 68% (2016) to 81% (2017). This highlighted the impact of TEN strategies implemented in K–2.

Assessment data, including student learning goals, monitors achievements in student learning. Teachers use this to inform their teaching and learning cycle.

Formative Assessment in Action (FAIA) K–6 sessions were implemented to promote teacher dialogue, consistent teacher judgement and tracking of student progress using informal and formal assessment, informing future teaching and learning practices. K–2 teachers regularly use a data wall to track student progress during these sessions.

Visible Learning

In 2017, the Visible Learning team continued to enhance the school's engagement in research-based practices. The team attended a conference with Dylan Wiliam and have extended their understanding through participation in an inter-school Visible Learning network.

In observing teachers' practice, professional learning was designed around learning intentions, success criteria and all-student response systems.

From the professional learning and research, teachers continued to trial and implement formative assessment and visible learning strategies into their everyday practice.

As evidenced in the Instructional Rounds data, many students were able to articulate and explain their learning and understanding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 90% of students achieve their cluster expectations on the numeracy continuum.• 100% of classrooms will have evidence of one or more of the following high yield practices; learning intentions, success criteria, 'bump it up' walls, anchor	Casual teachers QTSS 0.6 for Formative Assessment In Action. \$3000 TEN Professional Learning \$4500 Dylan Wiliam	Data collected at the end of 2017 showed over 90% of students achieving above cluster expectation in early arithmetical strategies. In 2017, Targeted Early Numeracy (TEN) continued to have a significant effect on all K–2 teachers with a focus on improving teacher practice. Year 3 NAPLAN data indicated an increase of students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
charts and opportunities for self, peer and teacher feedback.	Professional Learning \$3000 Visible Learning release days	who were proficient in numeracy, from 68% (2016) to 81% (2017). This highlighted the impact of TEN strategies implemented in K-2. From the professional learning and research, teachers continued to trial and implement formative assessment and visible learning strategies into their everyday practice. As evidenced in the Instructional Rounds data, many students were able to articulate and explain their learning and understanding.

Next Steps

Differentiation

Leverage the momentum gained through the implementation of the TEN and Building Blocks framework and ensure all teachers are applying the best practice methods consistently, so that they are embedded as natural behaviours. Data will be used to inform next steps in teaching and in whole school planning and evaluation.

With the introduction of national literacy and numeracy learning progressions in 2018 professional learning will focus on developing teachers' understanding and ability to use these progressions to differentiate teaching for students. The Formative Assessment in Action sessions will be tailored to meet the specific needs of stage teams in utilising formative assessment strategies.

Visible Learning

The Visible Learning team will continue to run evidence-based professional learning sessions, in whole staff and learning pods to further develop the understanding of formative assessment practices within our school. We will use current data collected through Instructional Rounds 2017, as well as observations of practice, to guide future directions. Guided by this data, a future focus will be on embedding all student response systems and enhancing feedback within the school. We will continue to work on embedding learning intentions and success criteria to support student learning and quality programming. Evidence of this learning will be seen in teachers' programs.

Strategic Direction 2

The Teacher – High quality, collaborative leaders of learning

Purpose

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

Overall summary of progress

Collaborative Practice

Throughout 2017, the Collaborative Practice team continued to focus on developing a whole school culture of collaborative practices which enhance teachers' pedagogy, along with reflective and self-regulatory practice. Explicit systems for collaboration and feedback are in place within the school and across broader school networks that facilitate teacher reflection, feedback and growth.

Instructional Rounds provided a platform for collaboration, encouraging the sharing of successful, innovative teaching practices. The Problem of Practice aligned to Strategic Direction One, The Learner, under the Visible Learning project provided on-going data for pedagogical improvement on how we are using formative assessment strategies to make learning visible to students.

The following data was collected –

- * Evidence of a learning environment that supports visible learning was evident in 100% of classrooms.
- * In most classrooms learning intentions and success criteria were embedded in practice.

The Instructional Rounds team delivered 'post rounds' professional learning where data, findings, feedback and recommendations were shared with staff.

The Collaborative Practice team developed a whole school Quality Teaching and Learning Program review which demonstrates the school's explicit system of collaborative programming. The purpose of the Quality Teaching and Learning Program review is to promote clear and consistent expectations for teachers when developing and implementing teaching and learning programs. The review is aligned to the Australian Professional Standards for Teachers and provides an opportunity for professional growth in a supportive environment. The collaborative development and reflection of programming in Stages has led teachers to share expertise and has generated a collaborative culture with teachers being open and enthusiastic about sharing practice.

The implementation of the Collaborative Programming Policy and use of a Professional Learning Diary that closely aligns teachers' professional development to the APST indicates that teachers understand and implement professional standards and curriculum requirements. The development of teacher goals through the PDP timeline and process evidenced that teachers are committed to their ongoing professional development. Teachers have an increased knowledge of the Australian Teaching Standards allowing them to reflect on performance and provide feedback to support colleagues.

Effective Classroom Practice

In 2017, the Effective Classroom Practice team developed Scope and Sequences for mathematics, HSIE (Geography and History) and Literacy support materials to ensure consistency of curriculum content across grades and stages. Professional Learning was undertaken by all staff in Mathematics, PDHPE and Geography with an emphasis on the new Geography syllabus.

The use of data assisted in the achievement of milestones. The cycle of reflection and review created an effective process that mirrors Simon Sinek's 'Golden Circle' of 'Why, How and What'. For example, 97% of teachers thought the scope and sequence supported their teaching and learning cycle. 76% of teachers felt the Maths scope and sequence was highly effective in supporting their programming.

The committee provided staff with planning days to give teachers the opportunity to regularly review curriculum content and revise teaching and learning programs. They adapted lessons for our local content, differentiated lessons and

embedded assessment of student outcomes within their teaching and learning programs. The feedback from the stage planning days evaluation was overwhelmingly supportive of the process. 95% of teachers value planning days, thought it had a positive effect on their teaching and learning programs and considered it a quality time to collaborate with their peers.

The team identified expertise within the staff and drew on their knowledge to further develop our professional community. Teachers attended external professional learning in English, Mathematics, Geography and PDHPE to gain expertise in order to share their learning with others.

The committee assessed the school's current resources, syllabuses, storerooms, subscriptions and equipment to maximise efficiencies which in turn lead to improved student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Evaluation of goals in PDPs. • Embedded systems of collaboration and self-reflection are evident and focus on student and school improvement. • Teaching and learning programs and practices reflect the new syllabus documents along with Department and NESA requirements. • PDPs reflect a greater understanding of the Australian Teaching Standards. 	Casuals to facilitate Instructional Rounds \$8,000 Beginning Teacher funding teacher release & mentoring \$42,832 Professional Learning Funds \$40,320 supporting the development of curriculum expertise & term stage programming days	Evidence of a learning environment that supports visible learning was evident in 100% of classrooms. In most classrooms learning intentions and success criteria were embedded in practice. 94% of teachers believed that the instructional rounds process provided quality whole school evidence that directs future learning. 97% of teachers thought the scope and sequence supported their teaching and learning cycle. 76% of teachers felt the Maths scope and sequence was highly effective in supporting their programming.

Next Steps

Collaborative Practice

As our collaborative relationship with our Community of School continues to develop, we will deeply embed the Instructional Rounds process within our school by completing across stage mini-rounds and 'walk-throughs' in 2018. We will continue to develop our Professional Learning Diaries, close alignment of the APST to our PDP goals and our Collaborative Programming Policy, which will assist our pre-2004 teachers with the Accreditation process. The Collaborative practice team will continue to focus on a whole school culture of collaborative practices, which enhance teachers' pedagogy, along with reflective and self-regulatory practice.

Effective Classroom Practice

In order to determine where the committee will head in the future the staff was surveyed, student data was analysed and the correlation between the two was examined. Feedback from the staff strongly indicated they would prefer the focus to be in English, and preferably writing. Analysis of NAPLAN data specifically indicated that writing was an area of need. The curriculum focus of the committee in the 2018–2021 School Plan was determined by student and teacher data. There will be a focus on conceptual planning in English.

The team will continue to track the introduction of new syllabuses, deliver professional learning in curriculum areas, seek feedback, develop and review scope and sequences and monitor resources.

Strategic Direction 3

The School Community – Inclusive, respectful and connected relationships

Purpose

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

Overall summary of progress

KidsMatter:

In 2017 the school consistently focussed on a whole-school approach to student and staff wellbeing which enhanced positive and respectful relationships across the school community. The KidsMatter, Friendly Schools Plus and PBEL programs were implemented on a whole school community platform. Staff feedback indicated that Take 5 for KidsMatter and Friendly Schools Plus has a positive impact on student mental health and wellbeing. The Learning and Support Team ensured individual student needs were catered for and systems and processes were in place for differentiating instruction. The Aboriginal Education Team was focussed on supporting the development of cultural learning opportunities for all students, including the needs of the identified Aboriginal student population.

Tell Them From Me student data and the results from the PAVE Research project showed that our students have positive connections with their friends and experience less incidents of bullying compared to other schools. This indicated that our consistent, long term and whole school approach to the teaching of social and emotional learning capabilities and the promotion of mental health is having a significant impact on our students.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students.

There is a whole school, collective responsibility for developing and maintaining positive and respectful relationships that underpin student learning and wellbeing. The Friendly Schools Plus staff survey showed that the staff felt the school is very active in establishing a supportive school culture. Parent feedback from the Erin Erceg presentation also confirmed that the school had worked hard to provide a positive and supportive learning culture.

Current and well communicated plans and procedures for the Learning and Support Team and Attendance Policies ensured student learning needs were systematically identified, addressed and monitored.

Connectedness:

Positive and respectful relationships between the school and community have been developed over years by working together to achieve common goals. Parents and staff regularly work side by side to create a positive learning environment in Literacy or Maths groups, assist in the creation of resources and hold working bees with BBQ lunches.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 90% of students report positive engagement in school welfare based programs in Tell Them From Me (TTFM).• Regular, high quality and needs-based parent/carer information sessions are held on topics related to student wellbeing, success, progress and achievement in learning.• Students, teachers and parents have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing.	<p>Erin Erceg Parent and Teacher Forum \$3,636</p> <p>\$8,000 Catering</p> <p>\$5,000 Quality Literature</p>	<p>Currently 80% of students reported having a positive sense of belonging and acceptance.</p> <p>The Tell Them From Me student data shows us that 24% of our Years 4–6 students have been subjected to bullying behaviours (state norm 36%).</p>

Next Steps

The KidsMatter Team will continue its whole school approach to the promotion of children's mental health and wellbeing. The KidsMatter Framework and The DoE's Wellbeing Framework will continue to underpin our future directions. The KidsMatter Team will work closely with the newly released *Wellbeing Assessment Tool for Schools* to map our progress and identify future directions.

The school's Wellbeing Evidence Set demonstrates that we have been successful, in communicating to the whole school community, initiatives and programs supporting student mental health and wellbeing. We will continue to support teachers K-6 in the implementation of the Friendly Schools Plus program through the Take 5 for KidsMatter initiative and strategic resourcing of this program.

Our Anti-Bullying Plan will be revised based on the considerable professional learning undertaken by the school community. School wide expectations will include the explicit teaching of social and emotional capabilities and proactive strategies to reduce and prevent bullying for all students. The latest Tell Them From Me student data shows us that 24% of our Years 4-6 students have been subjected to bullying behaviours. While this is considerably lower than the state norm at 36%, the KidsMatter Team would like to reduce student experiences of bullying even further.

The Learning and Support Team will take on a more significant role in supporting identified students with social, emotional, cognitive and physical needs. Playspace and social skills programs will be expanded to cater for students who are at risk of being bullied, students who are engaging in aggressive behaviours and students who are struggling to connect socially with their peers.

Finally, the KidsMatter Team would like to improve students' sense of belonging to at least 90% by revisiting component 1 of KidsMatter, "Every Face Has a Place". Currently 80% of students reported having a positive sense of belonging and acceptance. The *Wellbeing Assessment Tool for Schools* will be used to drive this.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,312	Personalised Learning and Support Plans were developed for each Aboriginal student in consultation with the class teacher, parents and students and where appropriate the Learning and Support team. Plans identified individual goals and in some cases were supported by SLSO time. The personalised Learning Plans were reviewed to maximise their effectiveness.
English language proficiency	1.6 FTE Staffing \$162,518 \$21,656 Flexible funding \$184,174	Equity funding was used to employ 1.6 EAL/D specialist teachers. Students were supported to access the curriculum both in classrooms and through withdrawal where appropriate. As a result, all students progressed on the EAL/D scale. This support involved programs based upon vocabulary, parts of speech, sentence structure, reading, comprehension and writing.
Low level adjustment for disability	0.5 FTE Staffing \$50,787 \$43,385 Flexible funding	Personalised Learning and Support Plans were developed for identified students requiring additional support. Personalised Learning Plans were developed in consultation with the class teacher, parents, students and the Learning and Support team. Plans identified individual goals and in many cases were supported by SLSO time. The personalised Learning Plans were reviewed to maximise their effectiveness.
Quality Teaching, Successful Students (QTSS)	Semester 1 – 0.6 FTE Semester 2 –1.411 FTE	Quality Teaching, Successful Students (QTSS) funding was utilised to support the Formative Assessment in Action Initiative (FAIA). Casual staff released teams of teachers to collaborate around assessment data, to identify areas of needs and next steps in teaching.
Socio–economic background	\$3,371	Socio–economic background funding was combined with equity funding to support the Personalised Learning and Support Plans initiative. This funding was used to employ additional School Learning and Support Officers (SLSOs) to support specific student PLPs.
Support for beginning teachers	\$40,320	One permanent and two temporary beginning teachers received first year targeted support. Support strategies were negotiated and included timetable concessions, enabling the beginning teacher to also work with their identified mentor/s. Beginning teachers participated in professional learning, including TEN/ Building Blocks and were guided in using the numeracy continuums to guide and inform their teaching.
Targeted student support for refugees and new arrivals	\$4,751	An additional EAL/D support teacher was provided for students who qualified for the refugee and new arrivals program. This involved supporting students in developing functional communication and literacy skills.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	354	372	391	412
Girls	397	430	426	436

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	97.2	96.1	96.9
1	96.5	96.4	97	95.9
2	96.3	96.5	96.9	96.5
3	94.7	96.3	96.1	96.4
4	89.2	96.6	96.6	96
5	97.2	97	96.9	96.5
6	94.7	96.2	96	95.9
All Years	95.1	96.6	96.5	96.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The overall student attendance rate of 96.3% continues to be above the state average of 93.9%. Our school maintains accurate attendance records and reviewed its School Attendance Plan and Procedures in 2017. The staff are informed of their responsibilities relating to school attendance in the School Attendance Plan and Procedures and the School attendance flowchart 2017. The school community is provided clear information regarding attendance requirements and the consequences for unsatisfactory attendance via regular newsletter items and links to the department's Attendance Policy. Students with attendance patterns of concern are supported through the school Learning & Support Team and where required, the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	30.33
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	4.87
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

During 2017, professional learning was undertaken by teachers at Beecroft Public School. A wide range of professional learning was embedded within all Strategic Directions. Whole school and targeted professional learning involved developing teachers' skills and capabilities in numeracy, geography, history, PDHPE and continued to build their understanding of visible learning practices.

Whole school professional learning was designed to inform pre-2004 teachers of the accreditation processes in preparation for 2018, where all pre-2004 teachers will become accredited at the Proficient level.

During 2017, four teachers have achieved their accreditation at the Proficient level through submitting evidence against the Australian Professional Standards

for Teachers (APST).

Seven teachers are maintaining their accreditation at Proficient and have continued to be supported through the process of registering their teacher identified hours.

One teacher gained a place in the Leadership Development Initiative at the Highly Accomplished level. This initiative developed leadership knowledge and skills through a structured, instructional leadership development program supported by a mentor from within the school. The program funded attendance at workshops and conferences and provided support to assist in achieving accreditation at the Highly Accomplished level. Working with a leader and mentor, the teacher has been supported in identifying and maintaining effective teaching practices as a Highly Accomplished teacher.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	266,876
Revenue	6,396,514
Appropriation	5,637,039
Sale of Goods and Services	43,292
Grants and Contributions	709,898
Gain and Loss	0
Other Revenue	0
Investment Income	6,284
Expenses	-6,189,857
Recurrent Expenses	-6,175,127
Employee Related	-5,368,033
Operating Expenses	-807,094
Capital Expenses	-14,730
Employee Related	0
Operating Expenses	-14,730
SURPLUS / DEFICIT FOR THE YEAR	206,657
Balance Carried Forward	473,533

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

The Principal chairs the finance committee which is made up of the Principal, Senior Administrative Manager and the Deputy Principals. This is also supported by the leaders of the strategic direction project teams in accordance with the school plan.

Funding from the P&C has supported enhanced storage, air-conditioner and interactive whiteboard replacement, the building of a storage shed and the engagement of School Learning Support Officers to implement the Multilit program.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,048,251
Base Per Capita	124,859
Base Location	0
Other Base	4,923,392
Equity Total	283,030
Equity Aboriginal	1,312
Equity Socio economic	3,371
Equity Language	184,174
Equity Disability	94,172
Targeted Total	0
Other Total	165,218
Grand Total	5,496,499

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Students at Beecroft Public School consistently achieve outstanding results in NAPLAN.

90.9% of year 3 students and 72.8% of year 5 students achieved the top two bands in grammar and punctuation as compared to the state average of 62.2% of year 3 students and 36.2% of year 5 students.

76.4% of year 3 students and 73.5% of year 5 students achieved the top two bands in reading as compared to the state average of 51.2% of year 3 students and 40.1% of year 5 students.

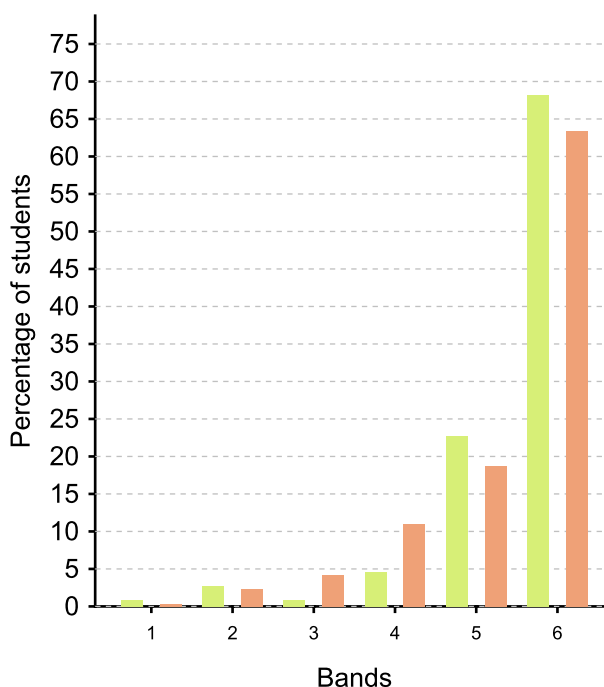
80.9% of year 3 students and 71.4% of year 5 students achieved the top two bands in spelling as compared to the state average of 52.4% of year 3 students and 37.9% of year 5 students.

78.2% of year 3 students and 49% of year 5 students achieved the top two bands in writing as compared to the state average of 53.1% of year 3 students and 18.1% of year 5 students.

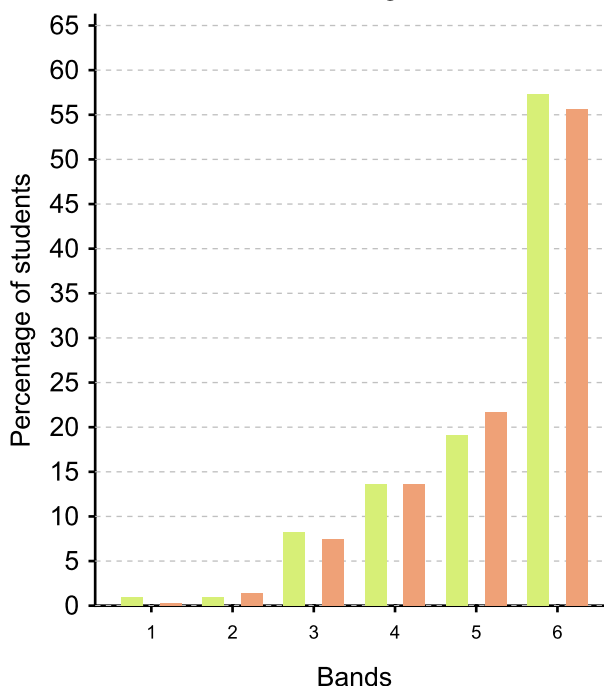
81.1% of year 3 students and 70.3% of year 5 students achieved the top two bands in numeracy as compared to the state average of 43.5% of year 3 students and 32.5% of year 5 students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

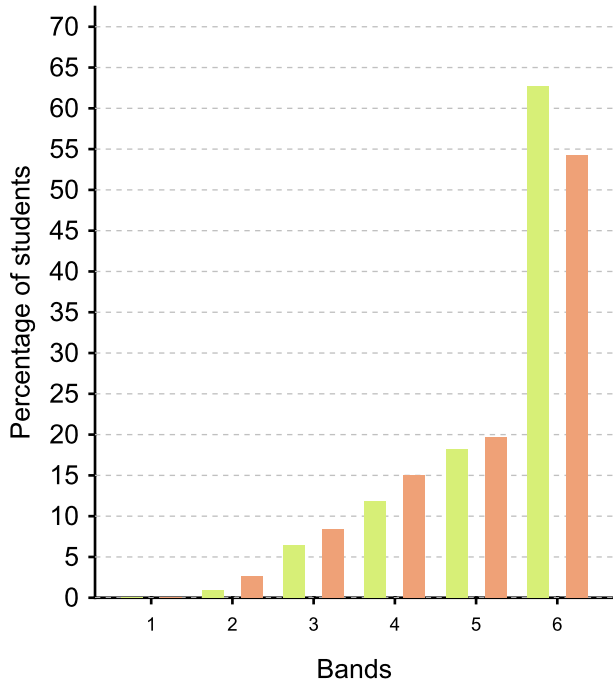
Percentage in bands:
Year 3 Grammar & Punctuation



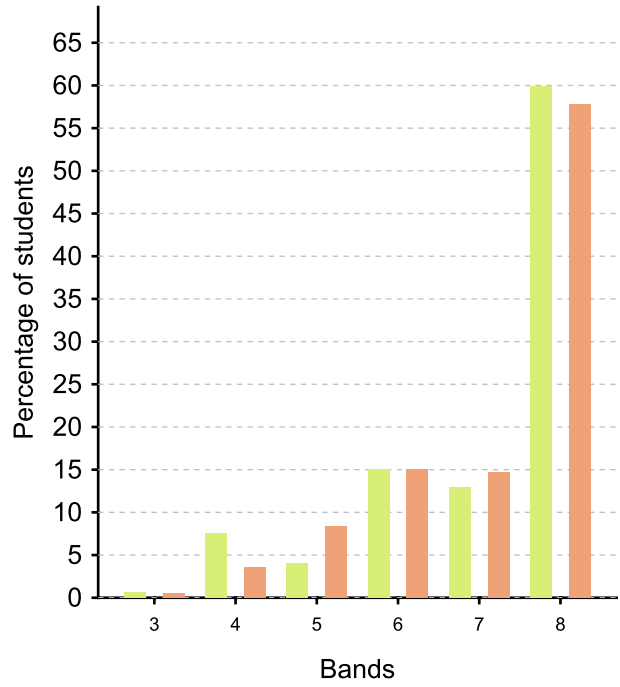
Percentage in bands:
Year 3 Reading



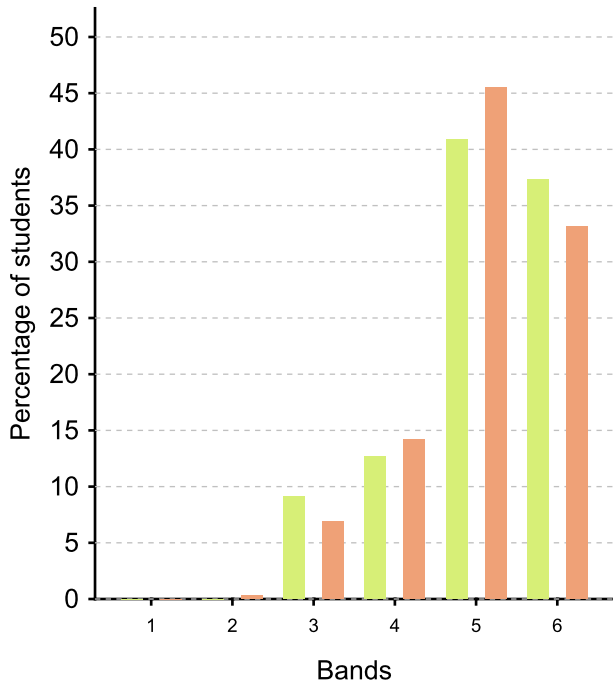
Percentage in bands:
Year 3 Spelling



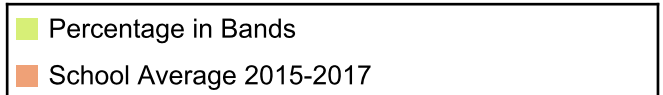
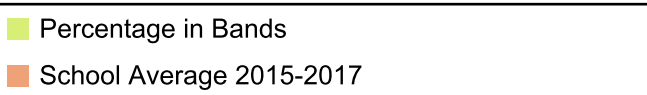
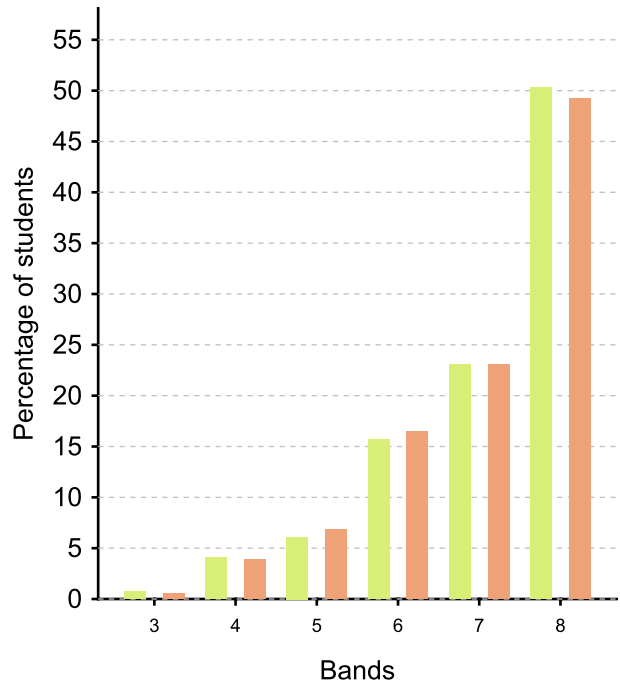
Percentage in bands:
Year 5 Grammar & Punctuation



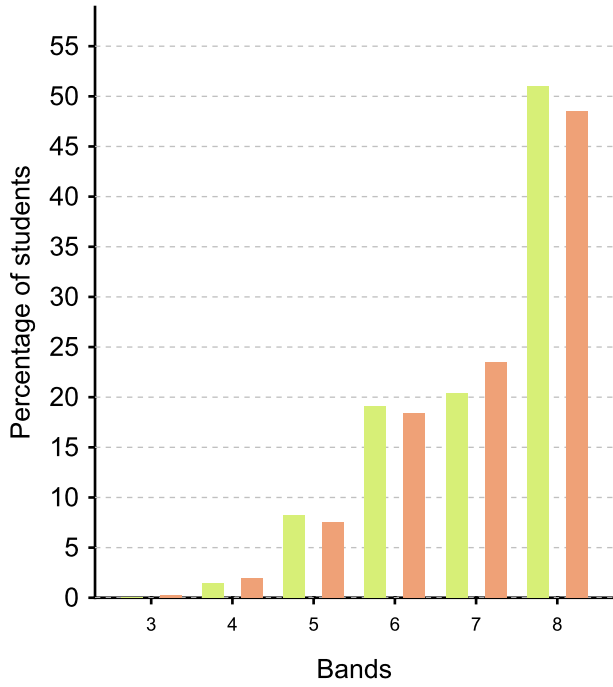
Percentage in bands:
Year 3 Writing



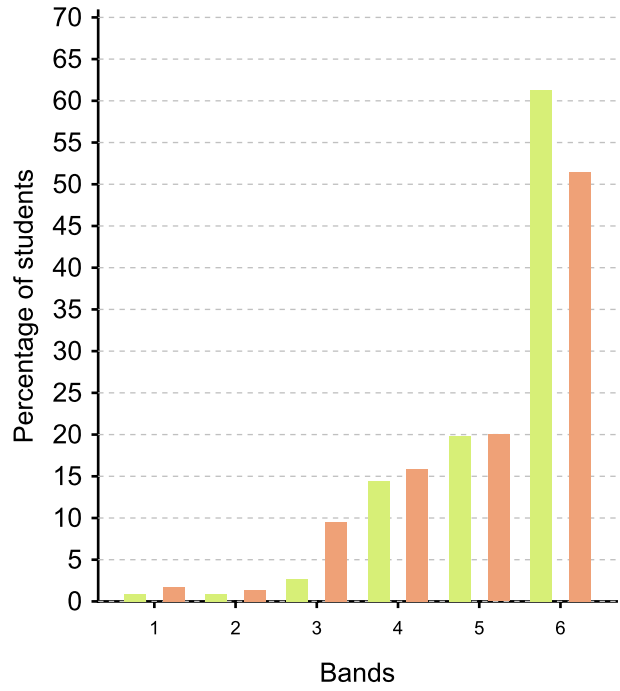
Percentage in bands:
Year 5 Reading



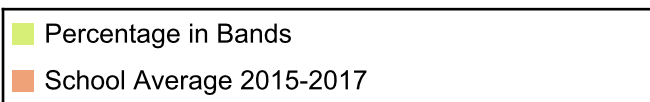
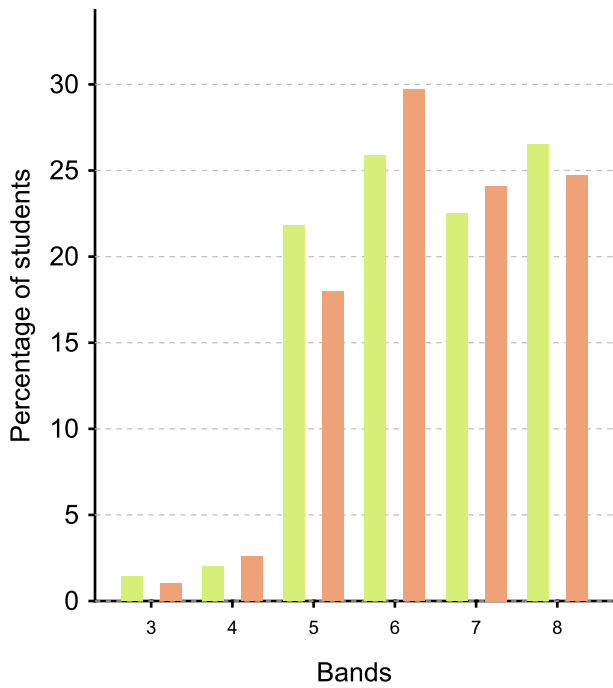
Percentage in bands:
Year 5 Spelling



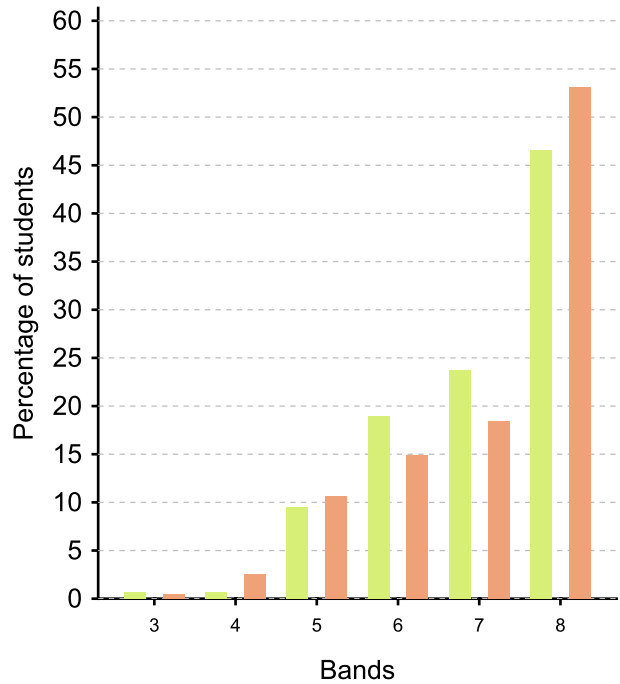
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year Beecroft Public School seeks feedback from students, parents and staff to evaluate strategic plans and ensure best practice in teaching and learning for students is optimised. In 2017 feedback was obtained through the Tell Them From Me (TTFM) student, parent and staff surveys. Teachers provided feedback through evaluations and exit slips of professional learning initiatives. Parent and staff feedback from parents' forums, including the Targeting Early Numeracy (TEN) and Erin Erceg (Anti-bullying evening) provided extensive feedback that informed our whole school evaluations in preparation for external validation and the creation of the 2018–2020 school plan.

80% of students reported a positive sense of wellbeing. (TTFM 2017)

93% of students reported having positive relationships. (TTFM 2017)

96% of students reported having positive behaviour at school. (TTFM 2017)

79% of parents engaged in scheduled parent teacher interviews. (Online booking data 2017)

94.8% of parents reported the Erin Erceg forum as relevant. (Forum survey 2017)

77% of teachers reported the Erin Erceg forum as relevant to their role. (Forum survey 2017)

Teachers scored collaboration that enhances teaching and learning as 8.5 out of 10. (TTFM 2017)

Teachers and staff anecdotally reported the need to focus on ICT functionality and professional learning to enhance the way technology is used to support student learning.

Policy requirements

Aboriginal education

Beecroft Public School is committed to promoting the educational achievements of Aboriginal and Torres Strait Islander students and to enhance the knowledge and understanding of all students about Aboriginal Australia. Our school ensures Aboriginal perspectives are woven into all educational programs and practices. All Aboriginal students are fostered and supported through the collaborative process of developing an Aboriginal Education Plan. These plans are developed in consultation with key stake holders and target individual needs and aspirations.

Multicultural and anti-racism education

The Multicultural Education Policy and the Anti-Racism Policy are integral to our school's commitment to acknowledging and respecting cultural diversity and a sense of belonging for all students, staff and families. Days of celebration, including the Mulicultural Fair, Harmony Day and concerts reinforce these messages. The Take 5 for KidsMatter team reinforces these messages through classroom teaching programs and includes the 'Every Face has a Place' initiative.

In 2017 56% of Beecroft Public School students were from language backgrounds other than English. Our English as a Second Language (ESL) teachers have worked collaboratively with classroom teachers in supporting individual students who require additional support in developing skills in English. An anti-racism contact officer has promoted intercultural understanding, community harmony and insured inclusive classroom and school practices.