

# Beresfield Public School

## Annual Report



2017



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## Introduction

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

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

Jonathan Ridgway

Principal

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## Message from the Principal

This year Beresfield Public School has continued to improve its tremendous academic results. This is the result of a 'growth mindset' culture where staff are continually learning themselves. They place high expectations upon themselves and their students so that everyone is striving to do their best. This has resulted in improved literacy and numeracy of students.

Beresfield is being recognised throughout our network as a school that is 'punching above its weight' in terms of the delivery of consistent and quality literacy and numeracy. We have had representatives from other schools visit us to see how we do things around here to achieve the impact that is evident.

We have also been moving more steadily towards student self-assessment. Individual students are setting goals that are realistic and meaningful to them. This keeps them engaged and motivated. Most importantly, it gives the student responsibility for their own learning.

Beresfield Public School continues to improve its happy and respectful tone throughout its classrooms and playground. Our Restorative Practice philosophy which underpins our focus on building and maintaining positive relationships is having a great impact after many years. There has always been a positive vibe in the school community. I see wonderful and positive exchanges between staff and students, staff and parents, and between the students themselves every day. Students are understanding that any friendship has its ups and downs, and when you come across a hard patch, there is nothing better than talking it out.

It's probably no wonder that as our school receives new enrolments, the new families are telling us that through word of mouth they have heard great things about Beresfield Public School, influencing their decision to come here.

Beresfield Public School is just one school in the Dept of Education, an organisation that runs over 2300 schools across the state of NSW. Many reforms have taken place over the last 5 years or so which have made our public school system one of the best in the world. I'd like to acknowledge our former state Education Minister Adrian Piccoli, who was the driver of these reforms. He was known as a minister who truly 'got it'. A product of a school in Griffith, he knew the importance of funding regional schools in a fairer way. He also ensured NSW was the first state to sign up to the Gonski funding model. It has been this funding that has enabled Beresfield's expansion of programs, and consequently better results.

Unfortunately, this year the federal government did not commit to the last 2 years of the original Gonski funding plan. In these two years, the bulk of the money was to flow to schools that needed it most to finally create a fair funding system that was sector-blind. Instead the federal government have come up with something called Gonski 2. But don't be fooled. This new plan is not the same as the original. It does not fund schools equitably, let alone equally. We lament an opportunity missed, and unfortunately are now shackled with a funding system that disadvantages public schools for

many years to come.

Leaving the funding aside, at Beresfield Public School, we are doing our best to work alongside parents in equipping students to become the best they can be. I thank the parents of our school for their partnership in raising well-rounded children, with a great moral compass.

I do put out a challenge for our parents however. It was apparent when reading the reports that went home at the end of this year as to just how many students rarely return homework. Homework consolidates the learning that has been done at school, gives you an opportunity to share in your child's progress, and puts them in good stead for the rigours of high school. Just as I have high expectations upon my staff and students, I ask that you please create an environment which supports your child to complete their homework at home. It will be of great benefit to them and you.

Our Books In Homes program occurred again this year, thanks to the generosity of Quarry Mining. They contribute over \$12,000 per year to our school so that students from Kinder to Year 2 can take home and keep 9 books each.

Thanks also to Beresfield Bowling Club who have paid for every child to visit the Life Education Van at Easter next year, and sponsored complete sets of jerseys for our representative sporting teams.

And finally, thanks to Steggles for donating boxes of fruit for the students each week of the year.

We have been ably led this year by a terrific group of Year 6 students. They have set a wonderful tone, being commendable role models for the younger students. We wish them well in their future endeavours in high school and beyond.

I'd like to say a huge thank you to all the parents and community members who have supported our school throughout the year, as volunteers, especially those in various roles in the P&C who have worked tirelessly to make things better for your children and supported us in so many other ways.

So we look forward to 2018 with excitement and anticipation, as we continue to strive to make your child's experience at Beresfield Public School the best it can be.

We thank Mrs Carol Cusick for teaching Year 1 this year, and will see her in a more part-time role next year. We wish Miss Lisa Grall, Mrs Lauren Piddington, Miss Stefani Hainsworth and Miss Kellie Dooner the best of luck as they all take time off to have children. We also say goodbye to Miss Amanda Kellner who moves to Wirreanda Public School. She may come back one day wearing a teacher's hat!?

Thank you for your continued support and participation in our school.

## Message from the students

We've come a long way now we are in Year 6, our final year. It almost feels like we started kindy a year ago. For most of us it's hard to leave Beresfield PS but high school is a fresh new start for us all.

We're happy to see the new school leaders who will lead our school in 2018. Another year of maintaining our expectations and traditions.

Kindy was one of our favourite years. Cameron had a frog in his shoe and Miss Gash, to her surprise found it. The frog was jumping all over the place but luckily a brave Kindy student caught it.

At the start of the year in term 1, the school leaders went to the GRIP leadership day at Newcastle University. We had a great time and did many funny things such as dancing and loud noises. When we got there, we were given a little booklet that we had to complete. There were also some very serious things to discuss. The group leadership day was all about learning to become a good school leader and helping us develop skills that will help us through our journey. It really gave us the best ideas and supported us in how to be the best leaders for Beresfield Public School.

This year we had sporting teams for cricket, soccer, rugby league and netball. The teams gave 100% to each game and always showed good sportsmanship and were organised. Some were lucky enough to be part of the school cricket team that participated in the Reg Kelly Shield and successfully defeated Ashtonfield by just two runs. Being able to beat a school so large was a real achievement for our team.

This year Stage 3 travelled to Canberra for 3 days and 2 nights. We got to go to Parliament House where we saw Shaun the Prawn and for those who don't know there is a fossilized prawn on the floor. We also got the opportunity to see members of parliament sitting in the Senate and the House of Representatives. Of course my cabin was the best.

We would like to acknowledge the hard work of our parents and friends in our P and C. You have worked tirelessly to organise events such as discos, of course, where we have learnt our best moves, carols nights and raffles to help fundraise for the school. We really appreciate all of the support and fundraising which in turn means that we can be continually improving our school including upgrading the foyer and the upgraded playground equipment.

Lastly, we would like to thank all of our wonderful teachers. You all helped make everyday fun, engaging, and a day full of learning. You provided us with the opportunities to participate in activities such as the trips to Oakvale Farm, Great Aussie Bush Camp and Canberra. Always at the end of the year, we would get spoilt with surprises such as Water Day and this year, going to the beach.

2017 Student Leaders – Jasper Brown (Capt), Sienna Burt (VC), Zak Stanton, Chelsea Raymond, Aiden Skaines, Emma Jelic.

## School background

### School vision statement

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

### School context

Beresfield Public School is located in between Maitland and Newcastle. It serves a community with families predominantly from the bottom two quartiles of socio-economic backgrounds. A medium-sized school, with an enrolment of 280 students, it offers a full and varied curriculum which includes the core key learning areas, sport, performing arts, technology and values education. In addition to 12 mainstream classes the school has 3 support classes for students with multi-categorical disabilities from the wider local area. There is active involvement by many parents/caregivers, especially through the school's P&C. The school buildings, built over time since the establishment of the original school in 1883, are situated on land enclosed by four roads. Before and after school care, and vacation care is offered on the school site. A significant number of our students come from families with a low socio economic background and approximately 10% of our students identify as Aboriginal or Torres Strait Islanders. Beresfield Public School prides itself on being an inclusive and supportive learning environment. Our students experience quality literacy and numeracy programs from Kindergarten to Year 6. Beresfield Public School is proud of its outstanding teachers, support personnel and administrative staff who work closely with parents and the wider community to offer the best education to our students. Beresfield Public School teachers, students and parents have had a major focus on pedagogy and building a productive learning environment during the last five years. Over the next three years, the school intends to extend the model of systematic and explicit delivery of literacy and numeracy underpinned by quality teaching.

## 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.

Beresfield Public School is striving to achieve high learning growth for all students through:

- \* high expectations and engaging students in learning
- \* a focus on literacy and numeracy
- \* using data to inform practice
- \* mentoring and collaboration
- \* a focus on student wellbeing.

Our self-assessment 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

### To improve Literacy and Numeracy

#### Purpose

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

#### Overall summary of progress

In 2017, the school is continuing to see pleasing academic achievements according to both school-based data and standardised testing. There has been an upward trend in our results over the last few years, as a direct result of deliberate planning and consistent implementation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>To increase the percentage of students who display greater than average growth between Years 3 and 5 in Literacy and Numeracy in NAPLAN. (2010– 2014 average growth 51% Literacy and 55% Numeracy)</li></ul>	AP Curriculum off class – cost for casual teacher for 2017.	The average number of students who achieved greater than average growth in the NAPLAN from 2010 to 2014 was 51% in literacy and 55% in numeracy. <ul style="list-style-type: none"><li>Literacy target being 65% in 2017.</li></ul> Target = sound achievement being 63.9%. <ul style="list-style-type: none"><li>Numeracy target being 70% in 2017.</li></ul> Target = high achievement being 72.2%.
<ul style="list-style-type: none"><li>In Literacy 80% of Kinder students will achieve Cluster 4, Year 1 students Cluster 6 and Year 2 students Cluster 8 on the Literacy continuum in reading, writing and comprehension. (As at Dec 2014 achievement level was approx.50%)</li></ul>	<ul style="list-style-type: none"><li>Speech Intervention Program K–2 EA4S Funds</li><li>Intervention teachers to support Tier 3 K–2 EA4S</li><li>Funding for TPL opportunities K–2 EA4S funds</li></ul>	<ul style="list-style-type: none"><li>Target for Kinder students achieving Cluster 4 being 80% in 2017.</li></ul> Target = basic achievement being 71%. <ul style="list-style-type: none"><li>Target for Year 1 students achieving Cluster 6 being 80% in 2017.</li></ul> Target = basic achievement being 63%. <ul style="list-style-type: none"><li>Target for Year 2 students achieving Cluster 8 being 80% in 2017.</li></ul> Target = basic achievement being 70%.
<ul style="list-style-type: none"><li>In Numeracy 80% of K–2 children will achieve EAFS exit benchmarks. (As at Dec 2014 achievement level was 25%)</li></ul>	<ul style="list-style-type: none"><li>Relief for teachers to participate in mentor program K–2 EA4S</li><li>Casual days to cover mentoring and support</li></ul>	Target for Kinder students achieving Perceptual Counting being 80% in 2017. Target =high achievement being 100%. <ul style="list-style-type: none"><li>Target for Year 1 students achieving Figurative Counting and count to 30 on FNWS being 80% in 2017.</li></ul> Target= high achievement being 98%. <ul style="list-style-type: none"><li>Target for Year 2 students achieving Counting On and Back as well as Ten as a Unit being 80% in 2017.</li></ul> Target= high achievement being 94%.

## Next Steps

Based on the evaluation data, the school is well placed to continue its progress towards truly evidence-based teaching and learning. The school is performing above its interim targets in many areas and therefore we are happy with the strategies and implementation that has occurred. We initially set these high targets to aspire to but after much toil we are confident that many of them are achievable.

## Strategic Direction 2

To foster quality teaching and leadership

### Purpose

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

### Overall summary of progress

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

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will demonstrate consistency in quality teaching, assessment, programming and planning. This will be communicated through stage meetings and monitored via the PDP process involving classroom observation and collection of programs. The school will keep a record of observations and program checklists for all class teachers. This will be measured for the first time in 2016. This will establish a baseline for future measures.	<ul style="list-style-type: none"><li>• Additional cost for extra RFF teacher to enable collaborative time for teachers</li><li>• Stage Data Days, Exec Planning Day</li><li>• Additional Prof Development</li><li>• Report Writing days,</li><li>• Student-Led Conferences</li></ul>	All staff are submitting their programs in an ongoing manner. Each teacher is participating in class observations and has the opportunity to reflect and respond through mentoring sessions regularly. This year peer mentoring has begun. This process is becoming more systematic and rigorous.
Increased parent knowledge of key priorities of the School Plan and greater participation in focus groups involving the planning, implementation and assessment of these key priorities. (TTFM p14 sought input about school planning = 5)	Parent forums –catering \$300.	Two forums dedicated to consulting with the school community about the strategic directions of the school were held, with disappointing numbers attending.

### Next Steps

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

Adjustments, additions and consolidations for 2018 include,

- Continuing to develop the growth mindset culture throughout the school.
- The school continues to develop individualised classroom observations, mentoring, and professional learning.



### Strategic Direction 3

To enhance wellbeing, learning and engagement

#### Purpose

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

#### Overall summary of progress

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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A decrease in negative incidences measured by Reflection Room visits and suspensions. The average student numbers attending the Reflection Room in the 3 years previous to 2015 was 181. The average number of suspensions in the 3 years previous to 2015 was 37.	AP Wellbeing – cost for casual teacher to replace.	<ul style="list-style-type: none"><li>• The student numbers attending the Reflection Room in 2017 was 94.</li><li>• The number of suspensions in 2017 was 45.</li></ul>
An increase in student determined outcomes to resolve conflict by surveying staff and students.	No cost.	A means to measure this outcome is yet to be initiated.

#### Next Steps

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

Adjustments, additions and consolidations for 2017 include,

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

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$37,802	Targeted students have had a significant increase in literacy and numeracy outcomes. Aboriginal SLSO has had significant impact on school and Aboriginal students.
<b>English language proficiency</b>	\$0	Not applicable
<b>Low level adjustment for disability</b>	\$139,232	Physical and human resources were efficiently used to cater for the needs of students requiring additional support.
<b>Quality Teaching, Successful Students (QTSS)</b>	0.52 FTE staffing	All teaching staff are provided with extra RFF to collaborate effectively in teams.
<b>Socio-economic background</b>	\$361,519	Extra teaching staff allowed for ability to support students in small groups and one-on-one so that individual needs were more able to be catered for.
<b>Early Action For Success</b>	Instructional Leader 1.0 FTE	K-2 provided with instructional leadership which has resulted in significant improvements in literacy and numeracy outcomes.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	166	159	154	148
Girls	136	138	136	130

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.3	94.2	95.6	94.9
1	91.4	91.7	93.4	94.1
2	93.6	88.7	90.3	94.3
3	93	89.4	91.2	90
4	93.8	91.2	92.1	88.1
5	94.8	91.1	92.4	91.1
6	94.4	91.5	91	91.9
All Years	93.5	91.1	92.3	92.2
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

Students' attendance is regularly monitored. The school sends texts at 10am each day to parents of students who are absent. Those students with attendance issues are flagged, with staff contacting parents regularly. Further concerns are escalated to executive staff and the Home School Liaison Officer.

### Class sizes

Class	Total
KG	20
KW	19
1C	22
1P	22
2L	17
2A	18
3/4C	29
3/4E	29
4/5W	27
5/6E	26
5/6D	27

### Structure of classes

Beresfield Public School has two classes each of Kinder, Year 1 and Year 2. We have 3x Stage 2 classes and 3x Stage 3 classes. We also have a Support Unit containing 2x Multi-Categorical classes and 1x IO/IS class.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	10.77
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.02
Other Positions	0

\*Full Time Equivalent

Two staff members identify as Aboriginal.

## 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	0

## Professional learning and teacher accreditation

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

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

This year professional learning for staff included training on:

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

Three teachers were accredited as Proficient in 2017 while four other teachers maintained their accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>340,092</b>
Global funds	147,227
Tied funds	270,208
School & community sources	42,522
Interest	3,557
Trust receipts	4,194
Canteen	0
<b>Total Receipts</b>	<b>467,708</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	20,907
Excursions	4,915
Extracurricular dissections	17,434
Library	4,611
Training & Development	0
Tied Funds Payments	341,005
Short Term Relief	42,934
Administration & Office	37,725
Canteen Payments	0
Utilities	32,885
Maintenance	15,363
Trust Payments	4,194
Capital Programs	29,704
<b>Total Payments</b>	<b>551,678</b>
<b>Balance carried forward</b>	<b>256,122</b>

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.

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	659,255
Appropriation	614,963
Sale of Goods and Services	1,780
Grants and Contributions	41,986
Gain and Loss	0
Other Revenue	0
Investment Income	527
<b>Expenses</b>	-345,384
Recurrent Expenses	-345,384
Employee Related	-210,272
Operating Expenses	-135,112
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	313,871
<b>Balance Carried Forward</b>	313,871

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Our school budget is planned, implemented and monitored by the Principal and School Administration Manager in consultation with school executive. The majority of spending in 2017 is on educational programs to support students' learning such as additional teachers for learning intervention, a speech pathologist to assist language and articulation in targetted students, and providing off-class executive to lead programs.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,874,741
Base Per Capita	47,211
Base Location	0
Other Base	1,827,530
<b>Equity Total</b>	538,552
Equity Aboriginal	37,802
Equity Socio economic	361,519
Equity Language	0
Equity Disability	139,232
<b>Targeted Total</b>	596,331
<b>Other Total</b>	384,778
<b>Grand Total</b>	3,394,401

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 in Years 3 and 5 at Beresfield have again attained pleasing achievements this year.

The school has sustained improvement in Year 3 reading, writing and spelling.

We are at State average in Year 3 grammar and punctuation.

And we are above State average in Year 5 grammar and punctuation.

The school's biggest achievement, however, remains the growth of students' results between their Year 3 scores and their Year 5 scores.

### Reading

78.2 (State average of all students)

81.8 (Beresfield Public School)

+3.6 (Difference)

### Writing

55.1

61.2

+6.1

### Spelling

89.6

99.9

+10.3

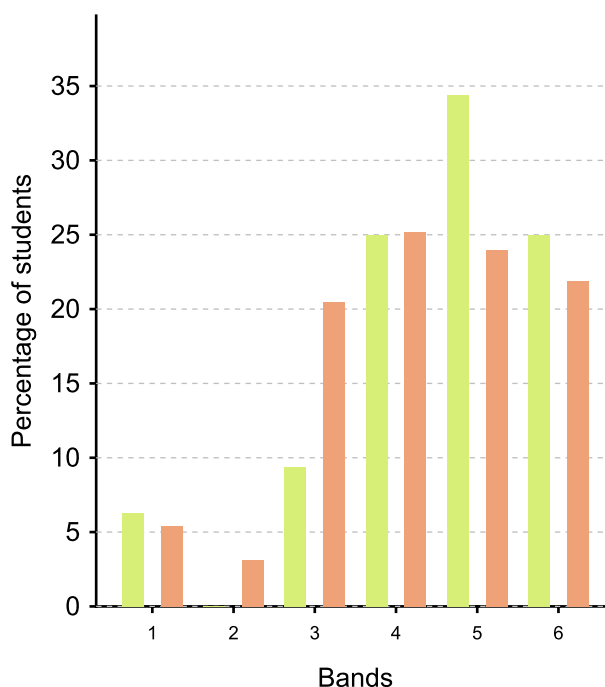
### Grammar and Punctuation

66.6

142.9

+76.3

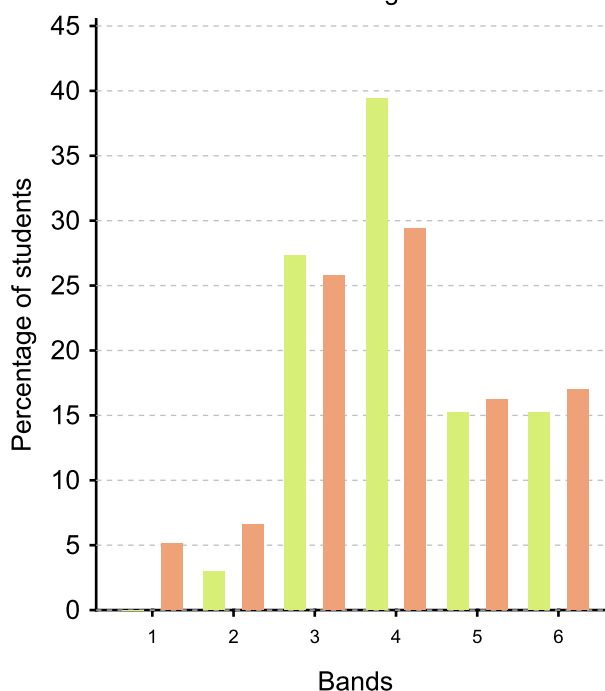
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands	
School Average 2015-2017	

Band	1	2	3	4	5	6
Percentage of students	6.3	0.0	9.4	25.0	34.4	25.0
School avg 2015-2017	5.4	3.1	20.5	25.2	24.0	21.9

**Percentage in bands:**  
Year 3 Reading

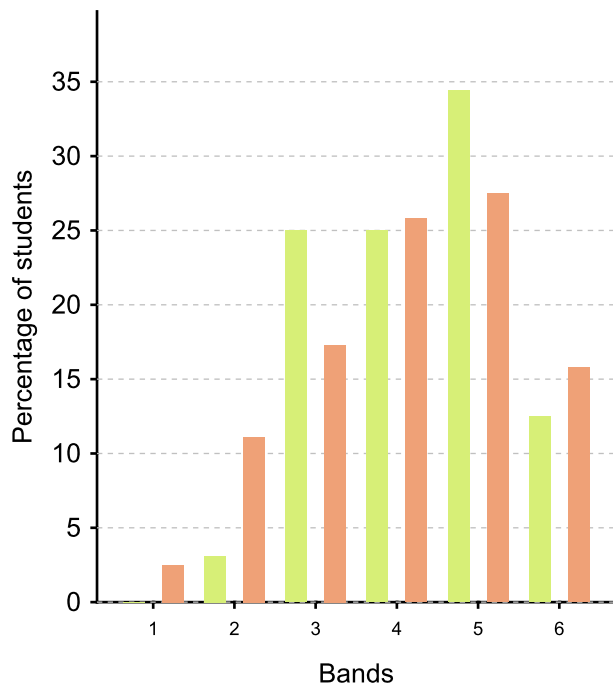


Percentage in Bands	
School Average 2015-2017	



Band	1	2	3	4	5	6
Percentage of students	0.0	3.0	27.3	39.4	15.2	15.2
School avg 2015-2017	5.1	6.6	25.8	29.4	16.2	17.0

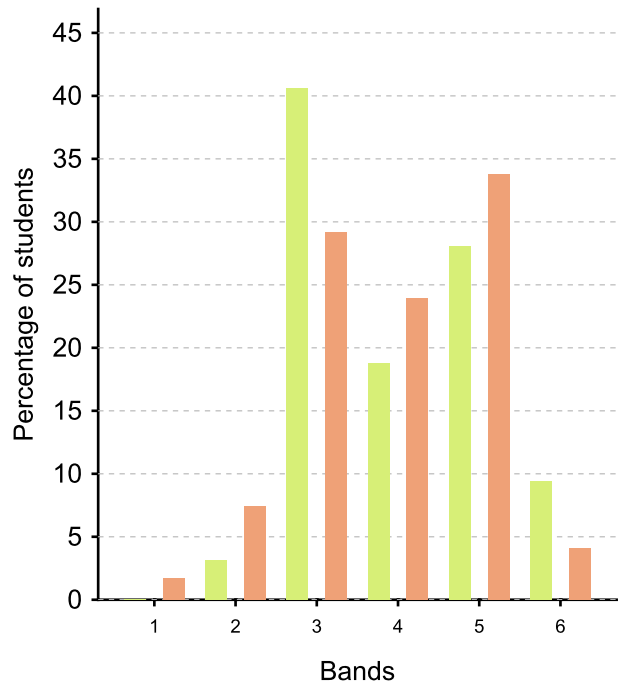
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	3.1	25.0	25.0	34.4	12.5
School avg 2015-2017	2.5	11.1	17.3	25.8	27.5	15.8

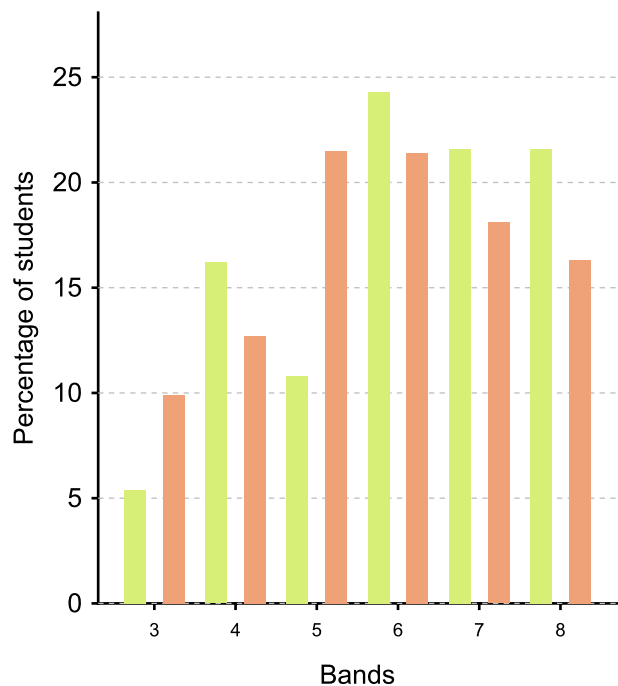
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	3.1	40.6	18.8	28.1	9.4
School avg 2015-2017	1.7	7.4	29.2	23.9	33.8	4.1

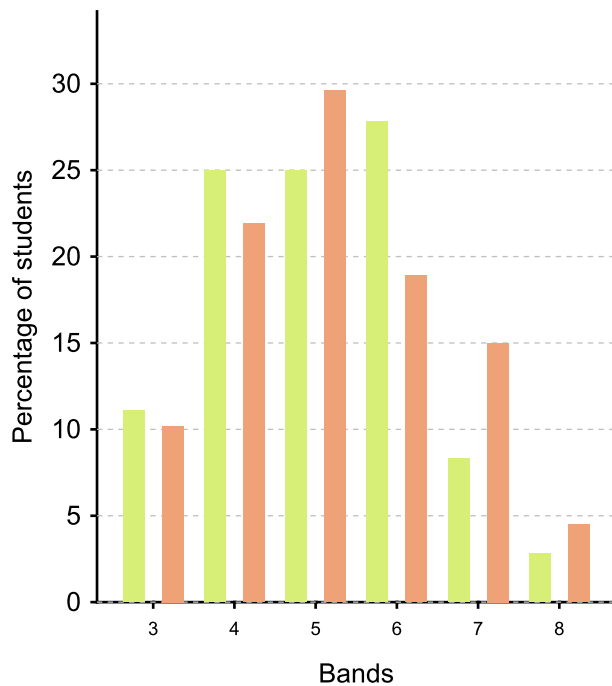
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	5.4	16.2	10.8	24.3	21.6	21.6
School avg 2015-2017	9.9	12.7	21.5	21.4	18.1	16.3

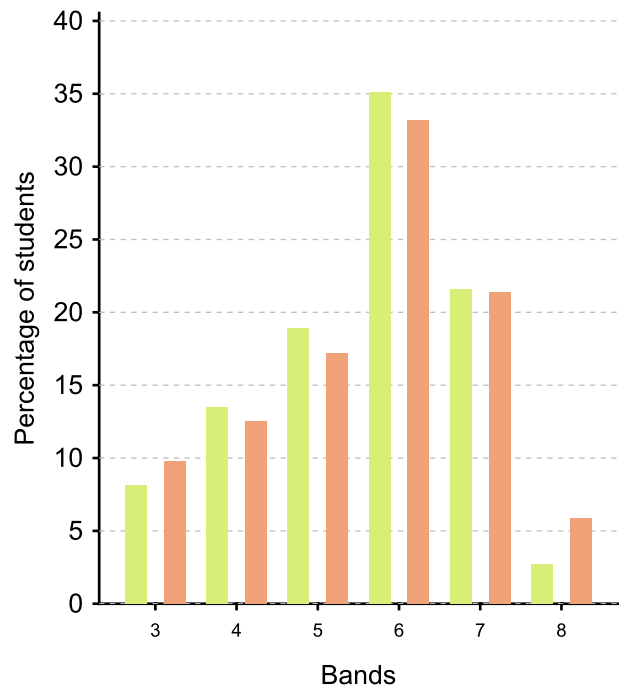
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	11.1	25.0	25.0	27.8	8.3	2.8
School avg 2015-2017	10.2	21.9	29.6	18.9	15.0	4.5

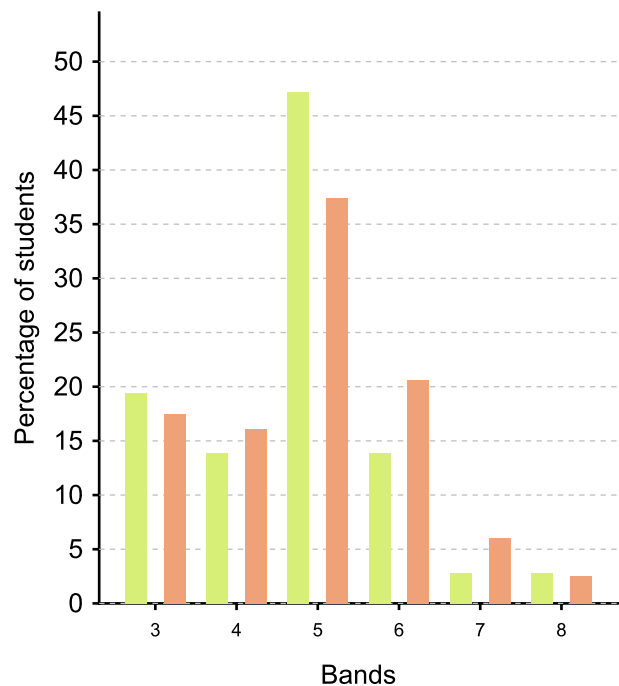
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	8.1	13.5	18.9	35.1	21.6	2.7
School avg 2015-2017	9.8	12.5	17.2	33.2	21.4	5.9

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	19.4	13.9	47.2	13.9	2.8	2.8
School avg 2015-2017	17.5	16.1	37.4	20.6	6.0	2.5

Students in Years 3 and 5 at Beresfield have again attained pleasing achievements this year.

The school has sustained improvement in Year 5 numeracy.

We are at State average in Year 5 numeracy.

The school's biggest achievement, however, remains the growth of students' results between their Year 3 scores and their Year 5 scores.

#### Numeracy

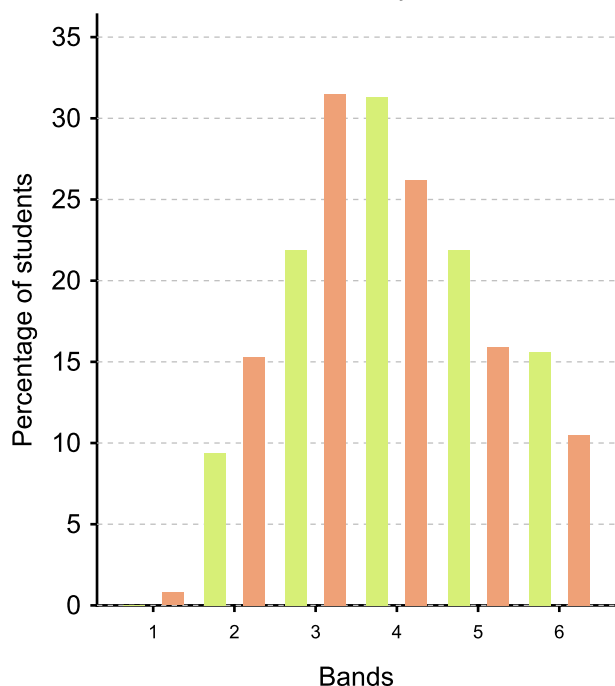
96.8 (State average of all students)

120.5 (Beresfield Public School)

+23.7 (Difference)

In the past few years the school has put an enormous amount of time, money and energy into academic programs, and we are continuing to see robust results. Congratulations to all students, parents and staff who have contributed to this pleasing result.

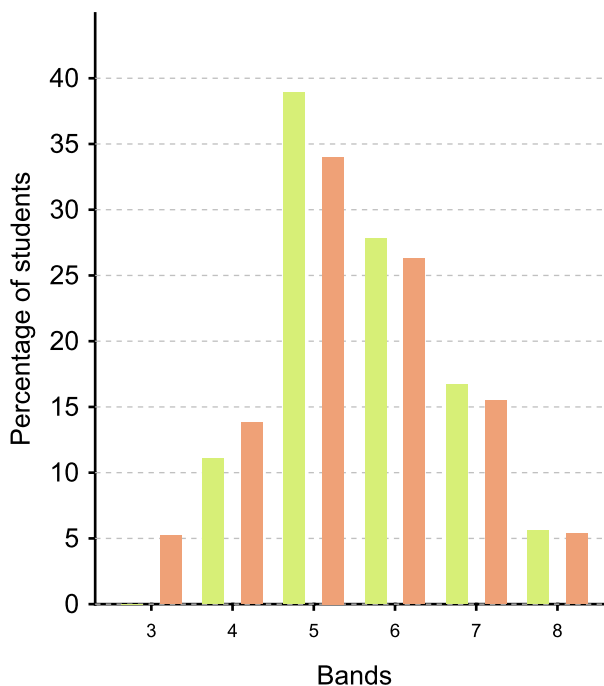
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	9.4	21.9	31.3	21.9	15.6
School avg 2015-2017	0.8	15.3	31.5	26.2	15.9	10.5

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	11.1	38.9	27.8	16.7	5.6
School avg 2015-2017	5.2	13.8	34.0	26.3	15.5	5.4

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.

Reporting requirements in accordance with the *Premier's Priorities: Improving education results* for students in the top two NAPLAN bands.

Beresfield Public School 2017

#### Year 3 (Students in Bands 5 and 6)

Reading 30%

Writing 38%

Spelling 47%

Grammar and Punctuation 59%

Numeracy 38%

## Year 5 (Students in Bands 7 and 8)

Reading 11%

Writing 6%

Spelling 24%

Grammar and Punctuation 43%

Numeracy 22%

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2017, the Tell Them From Me surveys were used to appraise students, parents and staff. Their responses are presented below.

### Parent Survey: Respondents = 4

Parents feel welcome at Beresfield PS 4.3

Parents are informed at Beresfield PS 4.6

Parents support learning at home 8.6

Support for learning at Beresfield PS 6.2

Support for positive behaviour at Beresfield PS 7.5

Safety at Beresfield PS 4.2

Inclusion at Beresfield PS 4.3

### Student Survey: Respondents = 100 in Years 46

#### *Drivers of Student Outcomes*

Effective Learning Time 7.8

Relevance 7.6

Rigour 7.8

Students who are victims of bullying 50%

Advocacy at school 7.5

Positive Teacher/Student Relations 8.1

Positive Learning Climate 6.4

Expectations for Success 8.4

#### *Social/Emotional Outcomes*

Student participation in school sports 87%

Student participation in extracurricular activities 42%

Students with a positive sense of belonging 71%

Students with positive relationships 81%

Students that value schooling outcomes 94%

Students with positive homework behaviours 37%

Students with positive behaviour at school 83%

Students who are interested and motivated 66%

Effort: Students try hard to succeed in their learning 86%

Students feel challenged in English and Maths classes and feel confident of their skills 43%

### Staff Survey: Respondents = 29

#### *Eight Drivers of Student Learning*

Leadership 8.1

Collaboration 7.7

Learning Culture 8.3

Data Informs Practice 8.2

Teaching Strategies 8.4

Technology 6.5

Inclusive School 8.5

Parent Involvement 7.3

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

Challenging and Visible Goals 8.0

Planned Learning Opportunities 7.9

Quality Feedback 7.6

Overcoming Obstacles to Learning 7.7

# Policy requirements

## Aboriginal education

Beresfield Public School has a significant percentage of Aboriginal students. We have an Aboriginal Education committee that plans and implements a number of strategies to cater for Aboriginal education throughout the school. Cultural activities are provided during NAIDOC Week and a cultural excursion occurs for all Aboriginal students later in the year. Aboriginal students are given additional assistance through an Aboriginal SLSO who works two days per week. Personal Learning Plans are created and monitored so that all Aboriginal students have individual goals to work towards. Staff are made aware of Aboriginal perspectives so that all students can be aware of Aboriginal heritage, culture and pride.

## Multicultural and anti-racism education

Beresfield Public School participated in Harmony Day celebrations again in 2017. We again participated in making lanterns for the Maitland Riverlights Festival, which celebrates the diversity of cultures in the local area. The school has a small but significant percentage of families from international backgrounds. Their influence and culture makes the school community richer.