

Beaumont Road Public School Annual Report



2017



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Introduction

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

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

Malcolm McDonald

Principal

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Message from the Principal

Students, staff and parents enjoyed a very successful 2017 school year. There was a high level of student involvement and many academic, sporting and creative achievements. The teaching staff provided quality programs to meet the many needs of students in a safe and challenging learning environment. Parents were diligent in providing support at the curriculum and management levels.

In addition to the implementation of the six key learning areas there was a strong focus on additional quality programs. These included a band, dance, Spanish, physical education, visual arts, choir, chess, future problem solving and computer education. There was an emphasis on the school's student welfare policy. Results in the Years 3 and 5 NAPLAN assessments were very pleasing with a larger percentage of students in the top band.

Parents continued to provide outstanding support. The P & C Executive successfully managed the uniform shop, band, canteen and social/fundraising sub-committees. There continued to be excellent support from parents for class literacy programs.

After three years of planning the project for a new OOSH/Resource room commenced. A builder was selected for the project which is due for completion at the end of April, 2018. The school's "open door" policy and very positive approach in all its operations have ensured a continuation of an outstanding school.

Malcolm McDonald, Principal

Message from the school community

The P & C has continued to successfully support the school in 2017. It contributed \$46 000 towards the OOSH/Resource Room and participated in the final stages of this large project. which will be opening in 2018.

The P & C Executive and sub-committees including Band, Canteen, Uniform Shop, Social/Fundraising and the Class Parent network continued to be well supported by very enthusiastic and well organised parents. The band committee organised the three school bands, the canteen committee provided quality food five days a week and the uniform shop provided school uniforms for all children. Children and parents enjoyed various social events including the bivouac and the mums and dads nights out. Funds raised were used for classroom resources, the OOSH/Resource room and technology.

There continued to be excellent relationships with the P & C and school staff.

Carey Francis, President, P&C Association

School background

School vision statement

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

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework 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 the completed evaluation process indicated that in the School Excellence Framework domain of Learning, two elements were ranked as Excelling and three elements were ranked as Sustaining and Growing.

Within the school's **Leaning Culture** students participate in a learning environment where both teachers and parents have high educational aspirations and seek ongoing improvement. There is a high level of parental involvement in the school and a focus on students taking responsibility for their learning.

To meet the **Wellbeing** of all school stakeholders structures are in place to support the various needs of its students to ensure they learn in a safe and happy learning environment. Staff contribute with community members to ensure resources are provided to build positive relationships and confident, well-rounded students.

To ensure effective and efficient **Curriculum Learning**, students are provided with quality teaching and learning programs from staff who participate in appropriate preparation and assessment priorities. There is a school culture where staff collaboratively share ideas and implement policies, programs and processes to address the learning needs of each student.

Assessment and Reporting is a vital component in the learning continuum and the school has in place processes and practices to assess and report on student's achievements. Staff analyse school performance data and utilise this information for future planning. Parents regularly participate in curriculum activities at the school and various approaches are used to inform them about student progress.

There is a range of **Student Performance Measures** for staff to implement programs aligned to students' needs. The majority of students at the school consistently achieve high-level results in external and internal school assessments.

NAPLAN data regularly shows student achieving in the top two Bands. Staff strive to ensure students achieving in the lower Bands are provided with programs to access the curriculum and to meet their potential.

Teaching

The results of the completed evaluation process indicated that in the School Excellence Framework domain of **Teaching** two elements were ranked as Excelling and three elements were ranked as Sustaining and Growing.

Effective Classroom Practice is evidenced at the school through teachers implementing appropriate programs aligned to the needs of all students. There is a focus on evidence-based teaching strategies to ensure that students are given every opportunity to be engaged and challenged. Teachers provide appropriate and timely feedback on students' performance.

Data Skills and Use support teachers to prepare class teaching and learning opportunities aligned to individual students' needs. Teachers are encouraged to provide programs closely linked to precious data and structures within the school are in place to assist this process.

School leaders strive to provide an environment of **Collaborative Practice** which results in quality teaching and improved student outcomes. Collaborative practice is also evident as the school participates with staff from other schools in various district collaborative projects.

Learning and Development is led by teachers who participate in targeted professional development and effective, current teaching practice. They engage in planning their own professional development, share learning and expertise aligned with the school plan and the aspirations of parents.

Professional Standards are met by dedicated staff, who generously contribute to school tasks and show high levels of expertise. They

demonstrate high levels of contemporary content knowledge and teaching practices to meet the needs of 21st Century student learners.

Leading

The results of the completed evaluation process indicated that in the School Excellence Framework domain of **Leading** one element was ranked as Excelling and three elements were ranked as Sustaining and Growing.

Leadership at the school, provides a culture to ensure students and teachers are engaged in quality programs with high expectations. Leaders actively seek feedback from school members to ensure the development and implementation of future programs. They are also active in involving external providers in the education process.

School Planning, Implementation and Reporting are key components to ensure the fulfilment of the school's vision and strategic direction. There is a high level commitment from staff and parents to regularly be consulted and involved in evaluation and implementation cycles.

Staff, parents and community members utilise the excellent **School Resources** to provide engaging and current programs resulting in improve student outcomes. The students are fortunate to access a plethora of facilities including technology, open grass playground and a well-resourced school hall and classrooms. (Project 7; Evidence 1-4)

The school has long term **Management Practices and Processes** that effectively support staff to implement quality teaching programs. The management practices and processes also ensure all school community members are active participants in students' learning.

The completion of the school's External Validation has provided opportunities for staff members to evaluate and reflect on school programs, practices and procedures. Participants have valued the opportunity to be involved in the process, which has provided excellent opportunities for meaningful discussion. Information gained will be valuable for future conversations with all stakeholders of Beaumont Road Public School.

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.

Strategic Direction 1

To develop confident, highly achieving and successful learners.

Purpose

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

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

Overall summary of progress

Teachers provided excellent programs across the six key learning areas aligned to the needs of the students. There was a focus on providing Literacy and Numeracy programs for all students. Teachers also provided effective programs to meet the needs of students with learning difficulties through the Parents' Literacy Support Group, MiniLit and MultiLit. Teachers were very generous in providing additional programs including Future Problem Solving, choir, dance, sport and debating. Specialist teachers in the areas of Science, Spanish, Music, Physical Education and Visual Arts were utilised to further cater for the needs of students.

Teachers utilised PCs, iPads and laptops to further support students' learning and ensure they continued to be committed and confident learners. There was an increase in providing programs aligned to 21st Century learners. Many students participated in the Killara High School workshops in visual arts, writing and mathematics..

The popular Band program for students in Years 4 – 6 was provided by three band conductors and a variety of music tutors.

TEACHING:

Provision of Quality Extra– Curricular and Co–Curricular Activities

The rewards of extra–curricular and co–curricular activities in schools have been thoroughly researched. Several studies have shown that students who engage in extra–curricular activities have higher indicators of school success and academically outperform students who are not involved in these additional pursuits. Results from our recent 2017 'Tell Them From Me' survey indicated that 66% of students have a high rate of participation in extra–curricular activities compared to the state norm of 55%. These activities deliver unique opportunities for students to follow their interests whilst also providing additional challenges for Gifted and Talented students. At the school students have a plethora of program options to choose from which are annually assessed and evaluated.

In conjunction with student, teacher and parent feedback, programs are frequently changed, strengthened or adapted to ensure they are providing the best learning opportunities. Programs the school currently offer for students include opportunities to participate in three school bands, five dance groups, one school choir, chess club, two robotics club, Future Problem Solving group, interschool debating teams, Maths Olympiad competition, University of New South Wales competitions, competitive district sports teams including netball, cricket, touch football, modball and soccer, visual art classes and individual music tutoring. Students are fortunate to have so many teaching staff willing to volunteer their extra time to share their personal skills and strengths and implement these activities for the students. Participation in these activities enables students to foster stronger relationships, build self– confidence, develop a sense of responsibility and learn the skills required for effective teamwork and collaboration. These range of skills and experiences allow them to explore hidden talents that will then open doors for greater opportunities in later life.

Supporting Gifted and Talented Students

The school offers Gifted and Talented students rigorous, relevant and engaging learning opportunities aligned with their individual learning needs, strengths, interests and goals. Teachers recognise that gifted and talented students vary in terms of the nature and level of their abilities. Use is made of Gagne's model to assist in identifying students whose potential is distinctly above average within the domains of intellectual, creative, social and physical. The schools approach is three pronged:

1) Curriculum Differentiation: The Learning Support Team and Stage Supervisors assist teachers in identifying gifted and talented students and provide support and suggestions on how to cater for their needs in the classroom. Adjustments and provisions are made in response to a student who has exceptional learning potential to ensure learning is targeted to an appropriate level of challenge for each student, which affects not only how they access content but

also what the focus of the learning will be.

2) Enrichment Activities: The extra-curricular and co-curricular activities, interschool competitions and specialist workshops are opportunities for gifted and talented students to explore particular areas of skill in a greater depth or intensity than otherwise might be available in a mainstream class. These currently include: the District Debating competition, Premier's Public Speaking competition, Multicultural Perspective competition, Ryde Schools' Spectacular choir and dance, Glen Street Theatre dance, Maths Olympiad, Future Problem Solving championships, School magazine writing competitions, Robotics Tournament, Chess Club, Visual Arts Club, Year 6 Musical, Stewart House Leadership Camp, Mungo Leadership Camp, Killara High School Gifted and Talented Workshops, University of Sydney Band Competitions, music tuition, University of New South Wales competitions, Interschool Sports competitions, PSSA and District Sports carnivals.

3) Grade Acceleration Classes: Occasionally a student presents with abilities exceptional enough that classroom differentiation is inadequate for their needs. Where the exceptional ability is in one domain, the student may participate in lessons in a higher grade for that subject; as is currently the case for a Year 3 student who attends Year 6 mathematics lessons.

The whole school approach ensures that gifted students are provided with opportunities to be challenged and are supported as they begin to transform their childhood giftedness into a potentially exceptional adult.

LEARNING:

Differentiated Instruction

Differentiated instruction can dramatically help students succeed. Highly successful teachers are able to effectively plan and program lessons that ensure students of all abilities are engaged and challenged. The teachers are consistently adapting their programs and individual lessons to cater for the diversity of learners and to promote flexible learning experiences that enable students to develop their knowledge and skills at their own pace. All staff programs and work samples are monitored by the Stage Supervisors. Presently all teachers provide group differentiation through their Reading, Maths and/or Literacy groups which are evident in their programs. Classroom observation feedback forms are a confirmation of some impressive differentiation occurring naturally within lessons from the teachers. They mention a range of strategies including using tiered activities, extension tasks, word banks, written scaffolds, hands on material, additional time and buddy or teacher support. At a school level, students who have been identified as requiring additional support are referred to evidence based programs. The Scope and Sequence for formal assessments including annual PAT tests, Waddington and South Australian spelling tests and PM benchmarking, in conjunction with teacher judgement, are used to highlight students in need. Early intervention and screening for Literacy at the end of Kindergarten are valued. Kindergarten children identified as requiring support participate in a small group intensive program from the beginning of Year 1. For older students, the MultiLit Reading Tutor program is implemented one to one through four 30 minute sessions per week. The MiniLit intensive small group intervention program supports a maximum five children for one hour for four times a week. The valuable SLSOs deliver in-class support individually or through small groups' intervention for students who have not reached benchmark standards. These processes ensure that all students are able to access the curriculum and continue to progress at their individual level.

Best Use of Specialist Teachers

Positive educational outcomes are possible by providing teachers who deliver specialist curriculum and by utilising staff expertise. School funding is allocated towards the provision of specialist teachers in areas that are highly valued by our parent community or perceived as targets for further professional development by the teaching staff. During 2017, a Physical Education teacher K-6, Science teacher K-6, Teacher Librarian K-6, a Spanish teacher 2-6 and Music teacher K-2 were offered. They have created opportunities for peer teaching through rotation groups and for modelling demonstration lessons through the teacher observation program. The school has also utilised expertise on the teaching staff to implement these extra-curricular programs such as dance, debating, Future Problem Solving, Public Speaking, choir, robotics and PSSA sports. Many of our teachers volunteer their time to implement these programs which have great benefits for students. In addition, the school has sought to build teachers' expertise in targeted areas through team teaching with a specialist teacher. This has been shown to be a highly effective method of building teachers' confidence and knowledge in particular Key Learning Areas. During 2017 this has included weekly Music lessons K-2, Visual Arts Lessons K-6, and personalised in class support with technology including robotics through our fulltime technician. In recent years the school has implemented Music 3-6 and a specialist Computer teacher (2006 - 2016) for team teaching. The school strongly believes that targeted funding on specialist staff allocation and the purposeful utilisation of staff expertise continues to have a considerable impact on student learning outcomes.

LEADING:

Cross Grade Connections

An ongoing yet vital goal at the school is to ensure that there is a positive school culture and a warm, caring and supportive learning environment for all students. The school believes that the key to creating a sense of belonging and

improving the mental, social and emotional wellbeing of students is to build positive relationships and develop peer connections across Year groups. One initiative that supports this development is the Peer Support Program. Year 5 and 6 students undertake a two day in-school training program to prepare them to lead a small K–4 group for Peer Support, which is a program that focuses on Values Education. This not only complements our teacher led PD/Health programs, but provides an authentic leadership opportunity for all Stage 3 students. Due to the distinctive peer led focus, the program fosters student confidence, communication and empathy and empowers the students to support each other and contribute positively to the school. These mixed groups are frequently utilised for additional events throughout the year including Harmony Day and Friendship Links connections. In addition, there is a buddy program where Kindergarten students are connected with Year 6 students for support during their first term of school. A strong Student Representative Council consists of selected students from each class, who work together to implement events and provide feedback and ideas directly from the students at the school. These programs successfully build positive, caring and respectful cross-age relationships and enhance and complement school-wide student welfare programs.

Students as Decision Makers

The school community shares a sense of purpose, commitment and fellowship, with student welfare fundamental to the ethos of the school. The key to this shared sense of purpose is engaging students through meaningful involvement in their education. Students are uniquely positioned in their personal development to be valuable advisors and active participants in school decision making. An example of this approach is the democratic election process. Interested Year 5 students submit application forms to become candidates and present speeches to the school student body and community that outline their capacity and commitment to become student leaders of the school. Following the speeches, all K–6 students vote for four boys and four girls from Year 5 to become Year 6 school leaders. Students with the majority of votes become School Captains, Vice Captains and Prefects. Amongst other formal roles, these students lead the pro-active and passionate Student Representative Council which consists of two representatives elected from each class, Years 2–5, each semester. Students meet once a fortnight to discuss issues relevant to the school and express their concerns. The group implements various fundraising projects throughout the year and works with the P&C and school executive staff to make decisions on student related matters. This has recently included the selection of new play equipment, canteen menu suggestions, school uniform adaptations, a 'Hat Jackpot' to encourage hat wearing and rewriting and reviewing school policies such as the Student Charter. Once suggestions have been forwarded, Council members return to their classes to share their information and receive further feedback from all students. Providing students with decision-making opportunities not only develops leadership skills, but also challenges students to analyse and reflection actions and build a shared responsibility, as students become partners in learning.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Continued improvement in NAPLAN literacy and numeracy data with a particular focus on the growth of individual students from Years 3 to Year 6.	\$12,782	In Year 3 and 5 NAPLAN literacy and numeracy assessments, the majority of our students were placed in the top to bands and well above national average.
A high percentage of students achieving above average results in school based and external assessments eg University of NSW Competitions	\$3,676	There continued to be a large number of Years 3 –6 students participating in these competitions. Parents highly value the opportunity for their children to experience these external competitions. As in previous years there were a number of students who gained distinctions and high distinctions.
Ensuring teachers have the skills to implement appropriate programs.	\$150,000	An excellent structural meetings and well managed professional learning program enabled teachers to be provided with skills to ensure the successful implementation of specialist programs aligned to the needs of the students. These included Problem Solving, Computer Education, Music, Visual Arts and Spanish.
Students both individually and in groups continue to gain success in inter-school competitions eg band, debating, public speaking and writing	\$2,500	There was successful involvement of these groups in the various competitions due to the strong support from teachers and parents.

Learning Culture

- The Principal and Assistant Principals to continue to lead staff in maintaining effective school and community partnerships resulting in an “open door” policy and active involvement by all school stakeholders.
- Preserve positive, courteous and supportive relationships with all members of the schools’ learning community.

Leadership

- The school benefits from a wide range and a large number of staff with curriculum expertise and leadership potential. The Principal and Executive will seek to provide staff with leadership opportunities. This will include evaluating school and DEC funds and encourage staff to further engage in particular leadership roles.
- Continue to work with the school’s P&C to further develop partnerships with the wider community to better access resources and further develop the schools standing within the local community.

Management Practices and Processes

- School leaders will continue to maintain current administration, staff, parent and community structures and practices and evaluate where necessary.
- Continue to provide opportunities for staff to discuss feedback received from students, staff and parents.

Wellbeing

- The school will continue to utilise its structures, policies, practices and processes to ensure the needs of all students are addressed.
- Maintain a school culture and programs to ensure all students develop positive relationships, develop their expertise and confidence to contribute wherever possible at school and in the community.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

TEACHING:

Teaching Practices Based on Current Research

The school prides itself on ensuring that all teachers have the required content and pedagogical knowledge for effective professional practice that improves student learning outcomes. Our Professional Learning Team and Committee Leaders work together to develop whole-school approaches to contemporary teaching and learning based on current research and best practice. In 2017 a professional learning goal was to develop the Creative and Critical Thinking capabilities of students. Teachers have worked closely with James Phelps from 'Minds Wide Open' to implement new teaching practices across the school that embed creative and critical thinking skills into programs to further engage and challenge students. All staff have participated in five hours of professional development with James Phelps and worked in collaborative stage teams to implement some of the resources provided through the program

Evidence-Based Teaching Strategies Targeted at 21st Century Learning

The Professional Learning Team recognises the importance of focusing on evidence-based, high impact teaching strategies that address the future challenges of students. Not only does technology engage students through enabling learning and innovation, it is also an integral part of the way in which students will live, work and learn in the future. The Professional Development Team and Technology Committee have worked closely together to provide teachers with the tools, resources and guidance required to become facilitators of learning as the students explore, think, and solve problems using technology. The school recognises the importance of continued up skilling of teachers to meet the needs of the technology literate, contemporary students. The school ensures teachers and students have access to technology that will support their teaching and learning. All eighteen classes have a SMART Board, video conferencing facilities in the library, one hundred and thirty-three iPads, fifty-four laptops, a computer room and at least four desktops in each classroom. During 2016/ 2017 the school has worked with an expert consultant from Google, Tomo Bozolik, to develop a Robotics program. This has resulted in the purchase of fifteen Bee-Bots, twelve Spheros and thirty Edisons. Throughout this program, teachers have been provided with hands on professional development and lesson ideas that have enabled them to take robotics into their classrooms. All classes and students across the school participated in the school-wide Robotics Program during 2017 which illustrated the new skills, knowledge and competence of both teachers and students in using Robotics.

LEARNING:

Ongoing Professional Development of Beginning Teachers Linked to the Teaching Standards

At Beaumont Road Public School beginning teachers are supported through mentoring, observation opportunities, additional targeted Professional Development and weekly meetings with members of the executive focused on working towards the attainment of teacher accreditation. Staff members who have recently completed their accreditation are invited to speak at professional development meetings and have become support partners for those that are starting their accreditation process. Beginning teachers are provided with detailed information, access to websites, support and advice to assist them in achieving their professional goals. These regular meetings provide a supportive and encouraging environment where teachers have the opportunity to discuss concerns and share ideas. During 2015 and 2016, six teachers successfully completed their accreditation and five teachers are currently working towards completion.

Modelling Effective Strategies and Reflective Teaching Practice

- The school recognises that an important part of effective Professional Development is providing meaningful opportunities for observing, evaluating and reflecting on classroom practice. All teachers participated in two annual classroom observation programs where they take two half days during the year to observe and reflect on lessons linked to their PDP goals and aligned with the teaching standards. During this time, teachers observed two lessons and completed a formal observation sheet to provide timely, productive feedback to the teacher being observed. To conclude

each observation schedule, a Professional Development session is dedicated to a discussion, review and analysis of the classroom practice observed. Observers were asked to highlight the strengths and areas of improvement in addition to an outline of evidence linked to the PDP goal or teaching standard selected for the observation. Providing the opportunities for peer observation has developed a culture in which challenges, ideas and expertise are shared in a collaborative manner and fears of judgement around teacher performance are diminished. In addition to the formal observation program, the school has funded specialist teachers that work closely with staff to team teach and demonstrate lessons. The school currently has team teaching opportunities for all classes K–6 in Visual Arts and K–2 in Music. In 2016, the school utilised a K–6 technology teacher. These specialist teachers provide staff with an additional opportunity to observe best practice in Key Learning Areas.

LEADING:

Staff Leadership Opportunities

The school culture recognises the benefits of encouraging and inspiring teacher leadership opportunities. It has established systems and practices that enable and facilitate formal and informal leadership roles that draw on the broad range of expertise available in our school teacher community. The school has developed a safe environment for risk taking where teachers are confident expressing new ideas and trialling new initiatives. Teachers are invited to lead committees (English, Maths, Technology, HSIE, Science, Student Welfare and OH&S) or share their skills by leading any of the many extra-curricular programs. Teachers are able to nominate themselves for a range of duties and responsibilities at the beginning of the school year. Teachers are provided with professional development to learn and build on their leadership skills and further develop their expertise. The school is currently supporting two teachers as they work towards achieving their Lead accreditation. Teachers are also encouraged to lead their own initiatives. Recently teachers have successfully started and led the Future Problem Solving Group, Stage 3 Debating competitions, an Art Show, professional development in Public Speaking and Debating, the introduction of Seesaw, demonstration lessons in the new spelling methods, SRC initiatives including Hat Jackpot, Commonwealth Bank money lessons, lunch equipment rosters and many other ideas that have greatly benefited the students and staff. Several teachers also volunteer to take on leadership roles for district programs including co-ordinating the Ku-ring-gai District Debating Competition, organising the district Netball and Touch draws, co-ordinating Zone Carnivals, Treasurer of the Kuring-gai P.S.S.A, and Future Problem Solving Sydney Co-ordinator. Teachers are also able to learn from each other by sharing their expertise at staff professional development sessions, through the observation program and team teaching opportunities. Teachers are highly valued as decision makers for school change and through staff meetings are regularly involved in dialogue about the school targets and new initiatives. There is a strong belief that empowering teachers to become leaders improves collective practice, increases staff moral and allows teachers to grow as educators.

Mentoring and Coaching Amongst Staff

There is a culture of collaboration at the school and an environment where all staff feel valued and encouraged to take on leadership roles and mentor and support each other. Staff have opportunities to utilise and share their expertise across the school by modelling lessons, sharing resources or leading Professional Development. Many staff willingly participate in leadership roles at an executive, committee and activity level. Teachers also support the UTS through the Student Practicum program. The Principal maintains an open-door approach where staff feel confident discussing personal and professional issues in a supportive environment. The Assistant Principals each supervise and support a stage team and all teachers attend weekly stage meetings where programs are developed and ideas are shared. Teachers show work samples, which ensures programs are being taught as planned and enable teachers the opportunity to model successful lesson outcomes with each other. All staff meet with their team leader individually each term to show their program and discuss their personal career goals and achievements around their PDPs. Conference sheets are provided as ongoing records of these meetings. Twice a year, staff have formal meetings with the Principal as part of the PDP process. Beginning teachers also attend weekly meetings that provide an opportunity to share and discuss their challenges and concerns with each other and gain suggestions and guidance from experienced staff and mentors. In addition, the annual class observation program provides an opportunity for teachers to observe and reflect on each other's classroom practice. These strategies of both peer and supervisory mentoring and coaching work together to build positive, supportive and trusting relationships between staff, facilitate professional dialogue and work towards improving and broadening teaching skills and competence which directly impacts student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers participating in professional learning in addition to the regular school Team based program.	\$25,430	There was professional involvement in the following initiatives: <ul style="list-style-type: none"> • Staff Development Days • KSP PL • Tertiary studies
Teachers regularly participating in sharing programs, ideas and work samples leading to	NIL	Teachers met on a weekly basis in stage groups to participate in collaborative planning sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
improved teaching practices.		Teachers met on a weekly basis in stage groups to participate in collaborative planning sessions.
Teachers developing skills and knowledge from participation in the Quality Teaching Rounds in the KSP model and the specialist Principal model.	\$10,000	Four teachers successfully participated in the KSP Quality Teaching Rounds.
Teachers participating in the class observation program with fellow teachers.	\$10,500	All teachers took the opportunity to observe the class practice of four teachers and provide written and verbal feedback.
Teachers will create individualised and group goals for professional growth and leadership.	NIL	All teachers completed their PDP's as part of their professional growth. A small number of teachers included leadership goals.

Next Steps

Professional Learning

- The Principal and Assistant Principals continue to provide a wide range of teachers with support, policies and procedures to enable them to confidently implement leadership, teaching and innovative ideas linked to expectations and 21st Century learning.
- Continue to provide opportunities for Principal, Executive and staff to share their expertise and experience to ensure high levels of teaching practices and build individual professional learning.

Collaborative Practice

- Continue to evaluate the effectiveness of current practices that encourage high levels of collaboration and an environment where feedback is welcome to best utilise teaching practice and student outcomes.
- Maintain utilisation of DEC, external providers of contemporary knowledge and KSP schools, to share combined professional development sessions, classroom observation processes and students' workshops.

Strategic Direction 3

To enhance a strong, collaborative and involved educational community.

Purpose

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

Overall summary of progress

TEACHING

Parent Engagement in Classroom Literacy Activities

Involving parents in school educational activities positively impacts student outcomes and builds a collaborative school culture of shared responsibility. A key component of parent engagement is providing meaningful opportunities for parents to enter the classroom and share in the learning process. Parents are always welcome to assist with lessons. Most classes have Reading groups which are well supported by parent volunteers. Several classes also encourage parents to come in as helpers for their Literacy programs and Journal writing. These volunteers support the teachers and allow for small group differentiated lessons directly targeted at the students' literacy levels. In addition, there are parent reading volunteers who work with students requiring additional support from K–6. The annual Education Week Student Led Reporting sessions are also a wonderful opportunity for parents to engage in their child's learning. Parents are also encouraged to continue the learning at home with access to online Literacy Planet activities aligned with teaching and learning programs. In several classes, learning is now shared at home using the Seesaw App which allows parents to view student work samples each week. These initiatives allow parents to become engaged in their child's learning and show students that their achievements are highly valued both at home and at school.

Parent Engagement in Classroom Mathematics Activities

Educational research supports the notion that parental engagement positively impacts students' academic achievement. In addition, the involvement of parents in school activities assists in building a collaborative school culture that facilitates student development. The school prides itself in a whole school open door policy where parents are always welcome to assist with lessons. In addition, many classes have Reading and Maths groups which are well supported by parent volunteers. Several classes also encourage parents to participate as helpers for their hands-on-maths programs. These lessons are challenging and rewarding for students and it is excellent to have the parents involved to support student learning. There is also a bi-annual Maths Measurement Day held where all classes K–6 rotate through stage appropriate activities linked to the measurement strand. On average a minimum of three parents per class join in the fun and assist with the implementation of the day's activities. Children and parents enjoy the day, which is aimed at covering a key component of the mathematics curriculum and developing higher order creative thinking skills, whilst bringing fun into mathematics. The annual Student Led Reporting sessions is also an excellent opportunity for parents to engage in their child's learning. The staff believe in the benefit of parent involvement in student learning and are always seeking new ways of encouraging parents to participate in school wide activities.

LEARNING

Facilitating Mathematics Learning Opportunities at Home

Teaching mathematics concepts has long been considered the domain of the classroom teacher, with many parents often feeling unable to help their children develop these skills. The school aims to cultivate a sense of relevance and interest in mathematics and encourage parents to see the enjoyable opportunities for developing mathematical thinking in children's everyday lives. The school has held Family Maths Fun Nights for K–2 and 3–6 where parents have been invited to bring their children for an evening of mathematics games. Activities are carefully selected to be those that can be repeated at home using everyday items from dice and cards to paper plates or tennis balls. Activities are also planned to represent each of the Mathematics strands and teachers take the opportunity to familiarise parents with the Mathematics Syllabus and stage related outcomes. Each family takes away with them a pack filled with fun maths games and activities to try at home or on long road trips. The aim is to build parents' confidence in teaching Mathematics at home in a fun and engaging way and changing negative perceptions about Mathematics. Throughout the night parents are provided with ideas of meaningful, real life opportunities for maths like map reading, number plate games, distance and time calculations, cooking measurement opportunities and money calculations while shopping. These evenings have a high attendance rate and are very popular, particularly amongst K–2 parents. Mathematics is also a key component of our Homelink program which assists new Kindergarten parents in transitioning their child into primary school. During

these sessions parents are provided with a handout outline of how to prepare their children for Mathematics at school in a challenging and fun way and parents are presented with information about curriculum expectations and educational outcomes. These events encourage families to support children's Mathematical development and engage them in relevant Mathematics learning opportunities in everyday contexts.

Parent Involvement in Supporting Students

Research indicates that parents can be a significant resource in helping to create a supportive and welcoming school environment that facilitates positive student behaviour and maximises academic performance. Each class has two class parent volunteers who assist the teacher in recruiting helpers for Reading and Mathematics groups, send out communication emails and build relationships between parents by organising external social activities. Each grade is also responsible for organising a school event and the class parents of that grade co-ordinate the volunteers to make the event a success. These parent organised events include; the school disco, Gala Day, Kindergarten Homelink morning teas, Year 6 Jackets and Year book, Father's Day Breakfast, Year 6 Farewell etc. All parents are also directly involved throughout the year in goal setting and evaluation of their child's achievement of those goals. This begins with writing four fundamental educational goals at the beginning of the year, reviewing those goals and writing new ones at the Parent Teacher interviews and reflecting and evaluating on progress with their child at Student Led Reporting. For students with learning needs, parents are key decision makers in conjunction with the Learning Support Team, class teacher, school counsellor and stage supervisor when designing and writing individualised learning, positive intervention plans, risk assessments and access reports. The Parents and Citizens' Association have parent volunteering and community engagement as two key priorities. They are currently aiming to establish a searchable database of volunteering opportunities to allow parents to search for events, projects and sub-committees that suit their availability and skills. They are also in the process of designing a community engagement project to utilise a recent \$10,000 worth of government funds. Available evidence suggests that when parents are engaged and involved in their child's education, students see that adults' value and respect the learning environment, which promotes positive attitudes towards school.

LEADING

P & C Involvement in Future School Planning

The third Strategic Direction is: *To enhance a strong, collaborative and involved educational community.* The achievement of this is most evident in the participation of the P&C in school planning. A major current initiative is the proposal of a new dual purpose facility following a pressing need for an improved OOSH service at the school. The P&C has helped to establish a Building Committee who are working closely with the Principal and executive in consultation with the OOSH providers and teachers, to finalise building plans and obtain departmental and development approval. The P&C Building Fund will greatly assist the school in the financing of this project. The P&C has also been the driving force behind the whole-school Robotics Program and directly assisted with the selection of the type of robots, the funding of the program and the planning of the school wide system. The P&C is currently addressing the Third Strategic Direction with their measurable targets of:

- Increasing the number of parents participating with teachers in class Reading, Writing and Mathematics programs.
- Filling all positions on P&C executive and subcommittees.
- Ensuring the canteen and uniform shop have an adequate supply of volunteers.
- Ensuring the canteen and uniform shop have an adequate supply of volunteers.
- Increasing the number of parents supporting teacher initiatives.

Progress towards achieving improvement measures

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of parents supporting teacher initiatives.	NIL	Teachers were supported by parents participating in day and overnight excursions, maths incursion and making dance and performance costumes.

Next Steps

- Utilise increased data and feedback from students, parents and the community to further develop the schools' vision, annual plan and strategic directions.
- Parents and teachers to be given increased opportunities to design a school plan that uses evidence-based strategies and innovative thinking to deliver improved student outcomes.
- Liaise with staff and the school's P&C to consider funding programs to cater for students in specific learning groups at the school.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$41,748	The school had a small number of students requiring English language proficiency support. They were supported with programs, resources, teachers and SLSO to support their learning.
Low level adjustment for disability	\$62,419	Teachers and SLSO were utilised to support classroom teachers to provide quality programs for identified students at school and during excursions.
Quality Teaching, Successful Students (QTSS)	\$31,691	As a component to the school's partnership in the KSP program, four teachers were selected to participate in the quality teaching rounds. This involved observing and analysing the teaching practice of three teachers in other schools. Funds were also utilised at a school level for teachers to participate in the classroom observation program.
Socio-economic background	\$979	Funds were used to support students to access the curriculum as required.
Support for beginning teachers	\$11,593	Beginning teachers were provided with opportunities to discuss teaching practice, participate in the quality teaching rounds, classroom observation programs and special programs.
Targeted student support for refugees and new arrivals	NIL	NIL
Killara High School Partnership	\$17,500	Teachers participated with five local Primary Schools and Killara High School in initiatives including: Quality Teaching Rounds, Middle Years Program, program sharing sessions, professional learning conferences, student workshops and Killara High School special events.
City Country Alliance – Gol Gol Public School	\$10,000	Student leaders participated in the Mungo Leadership Camp. There was a weekly video conference with classes from Gol Gol Public School and teacher visits.
Teacher Exchange Program	NIL	NIL
Visual Arts	\$9,500	Students K – Y6 participated in a visual arts program with a specialist teacher. The highlight of the program was a whole school art show as part of Education Week.
P & C initiatives: Canteen, Playground equipment and Hall air conditioning	OOSH/Resource room \$300 000 Canteen \$50 000 Playground equipment \$80 000 Assembly Hall air conditioning \$25 000	Parents worked hard to contribute to these initiatives to improve school facilities.
Technology – Coding Program	\$5,000	Students from K – 6 participated in a technology based coding program utilising a specialist staff member.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	210	217	211	215
Girls	191	213	208	200

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.8	96.1	96.8	96.7
1	95.8	95.9	97.1	95.9
2	97.6	95.2	97.6	96.4
3	97	96.9	96.9	97.2
4	97.2	97	97.7	95.9
5	97.4	96.3	97	97.5
6	97.7	95.8	96.8	95.9
All Years	97.2	96.2	97.1	96.5
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

Class sizes

Class	Total
FR0009	22
FR0015	22
FR0011	20
GR0005	20
MR0012	23
MR0006	25
MR0013	24
MR0005	24
ER0010	22
ER0001	23
DR0010	24
GR0004	25
DR0001	28
CR0009	26
CR0001	26
AR0023	21
D14945	21
D10095	21

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.68
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.32
Other Positions	0

*Full Time Equivalent

Workforce retention

There is a high level of retention at the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

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

Nine teachers are working towards accreditation at Proficient.

Four teachers are maintaining their accreditation.

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

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	337,778
Revenue	3,550,939
Appropriation	2,868,859
Sale of Goods and Services	6,075
Grants and Contributions	670,020
Gain and Loss	0
Other Revenue	0
Investment Income	5,985
Expenses	-3,831,947
Recurrent Expenses	-3,831,947
Employee Related	-3,010,431
Operating Expenses	-821,517
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-281,008
Balance Carried Forward	56,770

The school operates a separate account for Public Library Account which had an income of \$48,044 (with balance brought forward of \$11,706) and total expenditure of \$54,042.

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	2,592,948
Base Per Capita	64,034
Base Location	0
Other Base	2,528,914
Equity Total	105,145
Equity Aboriginal	0
Equity Socio economic	979
Equity Language	41,748
Equity Disability	62,419
Targeted Total	10,128
Other Total	33,631
Grand Total	2,741,853

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

School-based assessment

Literacy Performance

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

In the NAPLAN Year 3 Reading test 72.7% of students were placed in Band 6, compared with 55.9 in 2016 and 64.9% in 2015. In Year 3 Writing test 61.8% of students were placed in Band 6 compared to 42.6% in 2016 and 45.6% in 2015.

In the NAPLAN Year 5 Reading test 50% were placed in the top Band compared to 24.2% in 2016 and 36.9% in 2015. In the Year 5 Writing test 28.8% were placed in the top Band in 2017 compared to 14.5% in 2016 and 23.1% in 2015.

Numeracy Performance

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

In the Year 3 Numeracy test 61.8% were placed in the top band compared to 50% in 2016 and 49.1% in 2015. In the Year 5 Numeracy test 26.9% of students were placed in the top Band compared to 41.9% in 2016 and 29.7% in 2015.

Technology Performance

Wide spread use of iPads, laptops and PCs continued, with stage-based focuses on particular apps and web tools to assist the integration of technology within all Key Learning Areas. There was ongoing training in

professional learning sessions, provided by the Technology Committee, including multiple workshops on Google Apps ('G Suite'). The specialist technology support teacher ensured the smooth operation of hardware and software throughout the school. Additionally, the school delivered a successful coding and robotics program in which students' collaborative and critical thinking skills were further developed. iPads were used as learning support tools for students in need across the school.

Specialist Programs Performance

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

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

Staff Development Performance

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

School-Based Professional Learning

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

Beginning Teachers

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

ICAS

A large number of students in Years 3 – 6 participated

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

Class Parent Involvement

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

School Culture

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

Parent Committees

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

Community Support

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

Best Start Program

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

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN – LITERACY

The English Committee actively utilises the diagnostic information in the NAPLAN Data using SMART to identify areas of strength and weakness in students. The committee then directly targets these areas of weakness in professional development sessions and through school initiatives. During 2014, data analysis led the English committee to focus on improving Writing in the school. Trend results indicated that Year 3 had dropped from 485.2 to 463.2 and Year 5 had decreased from 520.8 to 511.5. Similarly, 2015 results, were showing weaknesses in Spelling where, whilst significantly higher than the state (41%), only 72% of Year 3 students achieved a Band 5 or 6.

In conjunction with formal assessments and teacher judgement, NAPLAN results provide a focus for professional development and data to use as evidence for the evaluation of success. Ideas are already being generated for the school's 2018 English committee target, based on slightly weaker Year 5 Grammar and Punctuation results. In 2016, 69.3% of students were in Band 7 and 8 and that number significantly dropped to 63.4% in 2017. NAPLAN data analysis allows us to monitor student achievement and direct targeted, constructive professional development and resources towards improving student outcomes.

YEAR 3

- The majority of students in Year 3 were in the top 2 bands in all 4 areas of the Literacy assessment: Reading, Writing, Grammar & Punctuation and Spelling.
- There were no Year 3 students below band 4 in Writing and Grammar & Punctuation.
- There were no Year 3 students below band 3 in Spelling and Reading.

YEAR 5

- The majority of students in Year 5 were in the top 2 bands in 3 areas of the Literacy assessment: Reading, Grammar & Punctuation and Spelling.
- The majority of students in Year 5 were in the top 3 bands in Writing.
- There were no Year 5 students below band 4 in Reading, Grammar & Punctuation and Spelling.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	3.6	14.6	81.8
School avg 2015-2017	1.2	0.6	1.7	6.3	17.7	72.6

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	0.0	5.8	7.7	23.1	19.2	44.2
School avg 2015-2017	0.5	1.9	6.3	21.4	25.8	44.1

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.6	7.3	16.4	72.7
School avg 2015-2017	1.2	1.8	3.3	8.7	20.6	64.5

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.6	9.1	25.5	61.8
School avg 2015-2017	0.6	1.2	4.5	14.2	26.9	52.7

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	5.5	32.7	61.8
School avg 2015-2017	0.0	1.8	2.1	8.7	37.5	50.0

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	1.9	3.9	13.5	32.7	19.2	28.9
School avg 2015-2017	1.2	4.0	15.5	32.5	24.8	22.2

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	5.8	17.3	25.0	50.0
School avg 2015-2017	0.0	2.7	6.1	16.8	37.4	37.0

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	3.9	7.7	13.5	36.5	38.5
School avg 2015-2017	0.5	2.3	12.5	19.8	29.5	35.4

The Mathematics Committee is active in utilising the diagnostic information in the NAPLAN Data to identify areas of strength and weaknesses in students. The committee then directly targets areas of weakness in professional development sessions. During 2016, data analysis indicated that students were showing weaknesses in problem solving. Whilst still significantly higher than the State, fewer students were accurately answering word problems and multi-step problems e.g. 2016 Multi-Step Word Problems: Weak Results Year 3 were: Questions #29 Place Value – 40% correct, #19 2D Space – 21% correct, #35 Multiplication and Division – 19% correct. Year 5 were: Questions #40 Addition and Subtraction – 31% correct, #36 Money – 32% correct, #39 Percentages – 13% correct.

Problem Solving was a target for two professional development sessions during 2016 and 2017 to work through the six-step problem solving process. An emphasis from all teachers (K–6) was placed on problem solving activities in mathematics programming. The Mathematics Committee also introduced Future Problem Solving for selected Year 6 students to further promote problem solving. The school will be proud competitors at the 2017 National Finals. The introduction of STEAM and Project Based Learning has also tied in well with these targets. Following the 2017 NAPLAN results, the goal of developing students' problem solving skills will continue into 2018 e.g. 2017 Multi-Step Word Problems: Weak Results Year 3 were: Questions #36 Addition – 5% correct, #33 Time – 24% correct, #27 4 Digit Numbers – 33% correct. Year 5 were: Questions #42 Addition and Subtraction – 17% correct, #41 Conversions – 25% correct, #39 Decimals – 29% correct. Ideas are already being generated, including the expansion of problem solving groups (currently in Year 6 only), into Years 3–5 and the possibility of a specialist problem solving teacher, as was employed during 2015.

NAPLAN – NUMERACY

- The majority of students in both Years 3 and 5 were in the top 2 bands in the Numeracy assessment.
- There were no Year 3 students below band 3.
- There were no Year 5 students below band 5.

Percentage in Bands: Year 3 - Numeracy

Band	2	3	4	5	6
Percentage of students	0.0	1.8	18.2	18.2	61.8
School avg 2015-2017	0.6	3.4	15.6	26.8	53.6

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	3.9	25.0	44.2	26.9
School avg 2015-2017	0.0	0.5	9.2	26.9	30.5	32.8

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.

Parent/caregiver, student, teacher satisfaction

Parents at various meetings including the P & C, special functions, meetings and informally expressed high levels of satisfaction with the school's programs, procedures, staff and facilities.

Students were given opportunities to participate in improving their school through involvement in the SRC, class feedback and individual comments. Children in Years 3 – 6 participated in a Tell Them From Me survey. Results of the survey were discussed at a P & C meeting.

Teachers also worked enthusiastically to engage students in quality programs and participate in the many extra-curricula activities at the school.

Policy requirements

Aboriginal education

Teachers at the school are provided with resources and professional learning to ensure the inclusion of Aboriginal perspectives in their content in all key learning areas. This ensures students receive an education about the history of Aboriginal culture, current Aboriginal Australia and their contribution to current Australian life. The eight school leaders, staff and parent participated in the Mungo Leadership Conference with 300 students at Mungo National Park.

Multicultural and anti-racism education

Teachers implemented teaching and learning activities designed to further enhance students' understanding of culture, cultural diversity and anti-racism. Initiatives were class based and across the school. Staff, including the staff Anti-Racism Officer and parents successfully implemented policies and procedures to ensure all members participated in a positive and harmonious school that had a respect for the cultural and diverse backgrounds.

Other school programs

Student Leadership

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

Environmental Education and Sustainability

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

Future Problem Solving

Ten Years 5 and 6 students participated in the Future Problem Solving program. They participated in before school mathematics activities to prepare for the NSW Future Problem Solving competition.

Family and Community Programs

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

Band Program

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

Ryde Schools' Spectacular

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

Dance Program

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

Choirs

Teachers taught children from Years 1 and 2 in a junior choir. The senior choir with children from Year 3 – 6

also performed at various events and the highlight was their participation with other schools in the Ryde Schools' Spectacular held at Opera House.

After School Chess, Dance, Visual Arts, Soccer and Robotics Programs

The school provided a very successful before and after school program in chess, dance, visual arts, soccer and robotics. Many children were provided with effective programs from outside providers.

Talking and Listening Program

Children in all classes participated in the school's Talkfest program which was highly supported by parents. The school participated in the District Debating competition and other outside public speaking events. At a school level all children in Years 5 and 6 enjoyed the outside school debating events.